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ABSTRACT

Intended to identify what any elementary school student in the Bloomfield Hills (Michigan) School District should be able to do as a result of the reading, writing, speaking, and listening skills taught in each classroom, this curriculum guide also offers suggested activities for teachers and help for professional staff in defining the structure of the district's communication skills curriculum. The opening sections of the guide describe its philosophy as one that stresses individualization, excellence, and relevance, and lists its goals in the general areas of listening, speaking, writing, handwriting, spelling, grammar, and reading. The next sections list general goals in the various areas that make up communication skills and the divisions of the guide itself into grade, general area, skill area, instructional emphasis, skills, suggested activities/strategies, and evaluation. The following section lists types of instructional emphasis. The scope and sequence of reading skills are then charted, followed by the actual grade-by-grade curriculum for these skills. The same pattern is then followed for speaking and listening skills. The remaining sections of the guide contain the writing curriculum, which stresses instruction, application, and practice and different types of writing for each grade level. The use of portfolios in every grade is also explained. Diagnostic flowcharts are then described and presented along with a summary of the curriculum for each grade. The guide concludes with representative examples of student writing and an addendum on literature. (JL)

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Communication Skills
Grades K-6

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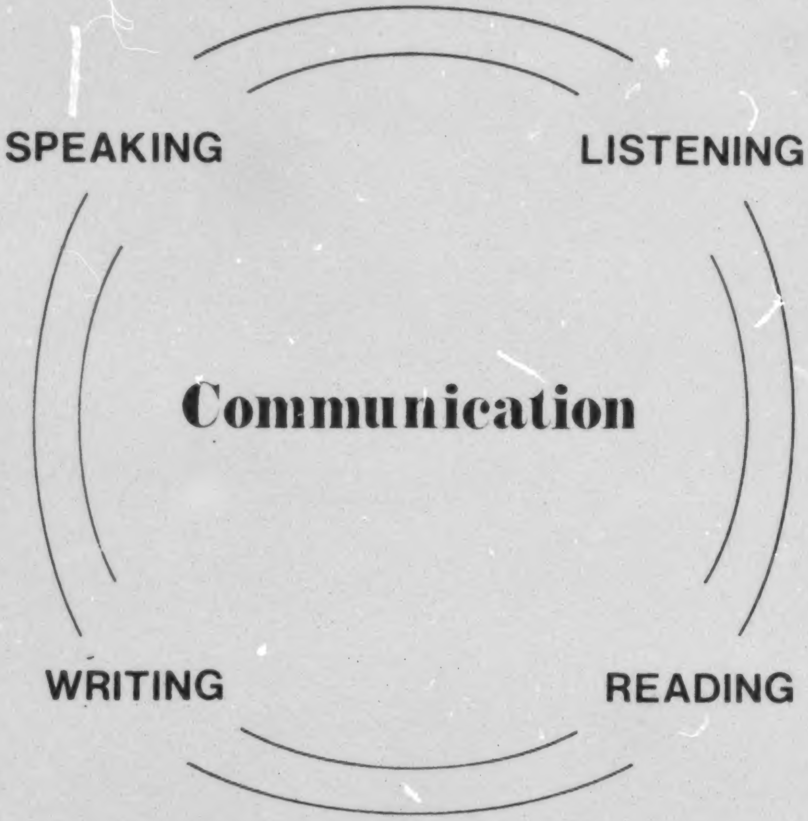

BLOOMFIELD HILLS SCHOOL DISTRICT

July, 1982

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BLOOMFIELD HILLS SCHOOLS

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BLOOMFIELD HILLS SCHOOLS

COMMUNICATION SKILLS

K-6

SCOPE AND SEQUENCE OF SKILLS

PREFACE

Communication skills are vital in a child's elementary education. The materials in this curriculum guide describe the Bloomfield Hills School District elementary communication skills curriculum. The primary purpose of this guide is to identify what any elementary student in the district should be able to do as a result of the reading, writing, speaking, and listening skills taught in each classroom. The guide also offers suggested activities for teachers. Hopefully, it will be beneficial to the professional staff in defining the structure of the District's communication skills curriculum.

David A. Spencer, Ph.D.
Deputy Superintendent
July, 1982

1982-83

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A. COMMUNICATION SKILLS COMMITTEE

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P. Ayers, Co-chairperson
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R. Andrews
G. Brown
M. Falls
M. Jackson
S. Kent
W. Neideck
K. Nancarrow
R. Piercy
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B. Schrot
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S. Gavette
D. Johnson
D. Kolakowski
D. Reuter
S. Robbins
G. Sliney

B. STATEMENT OF PHILOSOPHY

The Communication Skills Curriculum aims to develop within each student the confidence, pride, and ability to effectively use the English language. Listening, speaking, reading, writing, and thinking are interrelated and important life skills needed by all students. The curriculum emphasizes the achievement of excellence in the use of all of the basic communication skills.

The Communication Skills curriculum emphasizes individualization and continuous growth to meet the range of learning abilities among students and to enhance the application of skills in all subject areas. Reading and writing activities are oriented toward practical and realistic life experience. Students also have the opportunity to develop composition skills and to become acquainted with the best creative literary works.

The basic terminologies of language and literature are important tools for study, but not ends in themselves. Analysis, whether of grammatical patterns or of literary forms, is a process toward understanding and appreciation of structure and form, and is approached in a manner appropriate to a student's maturity, ability, and interest.

The Communication Skills include many dimensions and involve a number of diverse media forms. Teachers, while concentrating on fundamental concepts and basic skills, also seek to provide a variety of possibilities for individual choice within a structured framework.

Competence in reading is central to all language study and an important step toward vocabulary mastery and the development of writing skills. Usage and mechanics are stressed, and grammar is taught to increase understanding about the nature, complexity, and diversity of our language.

Communication Skills are essential for students to succeed in all subject areas. Growth and mastery of such skills are greatly enhanced when teachers share the responsibility for instruction and provide positive support to students.

In addition to acquiring practical skills, important for job and career preparation, students may develop creativeness and appreciations to enrich their individual lives and to provide lifelong leisure enjoyment.

C. DEFINITION OF COMMUNICATION SKILLS

GENERAL GOALS - COMMUNICATION SKILLS

The Communication curriculum is planned to help students...

Listen . . . courteously, accurately, and critically.

Speak . . . clearly, concisely, and effectively.

Read . . . . and apply related skills such as vocabulary development and comprehension.

Write . . . legibly, clearly, accurately, interestingly, with richness--and apply related skills such as punctuation, capitalization, spelling, usage and grammar.

Think . . . clearly, discriminatingly, and logically...and to communicate through language.

Appreciate . and understand literature of many types.

Study . . . and apply related skills such as locating and selecting information, notetaking, synthesizing, and writing a research paper or giving an oral report.

Develop Skills . . . that are important in job and career preparation.

Enjoy . . . the richness of the English language, its expression in varied forms and the lifelong opportunity for creative participation.

D. DIVISIONS OF CURRICULUM GUIDE

The Bloomfield Hills School's Communication Skills Curriculum Guide, K-6, deals with the following general areas:

Listening
Speaking
Writing
Handwriting
Spelling
Grammar
Reading

The Curriculum Guide is divided into:

1. Grade
2. General area
3. Skill area
4. Instructional Emphasis
5. Skills
6. Suggested Activities/Strategies
7. Evaluation

E. TYPES OF INSTRUCTIONAL EMPHASIS

Instructional Emphasis is the manner in which a particular skill is taught. The three types of instructional emphasis are: Introduce, Emphasize, and Reinforce.

Introduce is the exposure to the stated skill.

Emphasize is a concentration of teaching, using as many instructional strategies as needed.

Reinforce is the review and strengthening of the skill which has been previously emphasized.

The sequence of instructional emphasis, for each grade level is Introduce, Emphasize, and Reinforce.

SCOPE AND SEQUENCE OF READING SKILLS

	K	1	2	3	4	5	6
I. WORD ATTACK SKILLS							
A. SOUND-SYMBOL ASSOCIATION							
1. Consonants							
a. Initial	I	E	E	R			
b. Final		I	E	R			
c. Medial		I	E	R			
d. Clusters		I	E	R			
2. Vowels							
a. Long and short		I	E	E	E	E	R
b. Combinations				I	E	E	R
3. Rhyming	I	E	E	R			
B. COMPOUND WORDS		I	E	E	R	R	R
C. CONTRACTIONS		I	E	E	R	R	
D. SIGHT WORDS		I	E	E	E	E	E
II. COMPREHENSION							
A. READINESS	E	E					
B. VOCABULARY DEVELOPMENT							
1. Context		I	E	E	E	E	E
2. Multiple meanings of words			I	E	E	E	E
3. Synonyms and antonyms			I	E	E	E	E
4. Homonyms and homographs				I	E	E	E
5. Compound words		I	E	E	R	R	
6. Prefix, suffix and root words		I	I	E	E	E	E
7. Similes and metaphors				I	I	E	E
8. Possessives			I	E	E	R	R

Code: I - Introduce
E - Emphasize
R - Reinforce

II. COMPREHENSION (continued)

	K	1	2	3	4	5	6
C. LITERAL COMPREHENSION							
1. Main idea							
a. Choosing titles		I	E	E	E	E	E
b. Supporting details				I	E	E	E
2. Finding details							
a. Information recall		I	E	E	E	E	E
b. Sequence		I	E	E	E	E	E
c. Likeness/difference		I	E	E	E	E	E
d. Cause/effect				I	E	E	E
3. Pronouns		I	E	E	E	E	E
4. Punctuation for meaning		I	I	E	E	E	E
D. INFERENTIAL COMPREHENSION							
1. Main idea/choosing titles				I	E	E	E
2. Finding details							
a. Sequence				I	E	E	E
b. Likeness/difference				I	E	E	E
c. Cause/effect				I	E	E	E
3. Drawing conclusions				I	E	E	E
4. Predicting outcomes				I	E	E	E
5. Characterization							
a. Traits				I	E	E	E
b. Emotions				I	E	E	E
c. Physical descriptions				I	E	E	E
6. Analogies				I	E	E	E

Code: I - Introduce
E - Emphasize
R - Reinforce

	K	1	2	3	4	5	6
II. COMPREHENSION (continued)							
E. CRITICAL READING SKILLS							
1. Author's purpose				I	E	E	E
2. Author's viewpoint						I	E
3. Fact/fantasy		I	I	E			
4. Fact/opinion				I	E	E	E
5. Propaganda						I	I
III. RELATED STUDY SKILLS							
A. IDENTIFY USE OF AND LOCATE INFORMATION IN REFERENCE TOOLS							
1. Dictionaries		I	I	E	E	E	E
2. Table of contents		I	E	E	R	R	R
3. Glossaries			I	E	E	E	E
4. Encyclopedias				I	E	E	E
5. Atlases					I	E	E
6. Newspapers			I	I	E	E	E
7. Magazines			I	I	E	E	E
8. Telephone books					I	E	E
9. Indexes					I	E	E
10. Maps, graphs and charts				I	E	E	E
11. Card catalogue (see Media Center Skills)		I	I	E	E	R	R
B. ORGANIZE INFORMATION							
1. Alphabetize		I	E	E	E	R	R
2. Follow written directions		I	I	E	E	R	R
3. Summarize				I	E	E	E
4. Outline				I	I	E	E

Code: I - Introduce
E - Emphasize
R - Reinforce

IV. POSITIVE RESPONSES TO READING

A. READING FOR ENJOYMENT

	K	1	2	3	4	5	6
1. Reads independently		E	E	E	E	E	E
2. Frequents places of reading	I	E	E	E	E	E	E
3. Discusses material read	I	E	E	E	E	E	E
4. Participates in reading-related activities	I	E	E	E	E	E	E

Code: I - Introduce
E - Emphasize
R - Reinforce

Grade K

Major Area Reading

Skill Area I Word Attack Skills

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will associate sounds to letters.	I	1. Initial consonants	- Shows interest in words and symbols - Recognizes own name in print - Names upper-case letters - Names lower-case letters - Matches upper-case and lower-case letters - Identifies numbers 1-10
	I	2. Rhyming	- Hears rhyming words
	I	3. Sight words	- Names letters to represent consonant sounds in initial position

Grade K

Major Area Reading

Skill Area II Comprehension

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate readiness to read	I	Readiness	- Remembers from stories read aloud: main ideas, names of characters, some major details - Can sequence events logically - Looks at books from front to back, from left-hand page to right-hand page - Aware of usual text progression from left to right, from top to bottom

Grade K

Major Area Reading

Skill Area III Positive Responses to Reading

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate enjoyment of reading.	I	1. Frequents places of reading.	(For all categories - 1, 2 and 3)
	I	2. Discusses material read	- Wants to learn to read
	I	3. Participates in reading/ related activities.	- Enjoys being read to
			- Shows interest in books and other printed materials

Grade 1

Major Area Reading

Skill Area I Word Attack

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will associate sounds to letters.		1. Consonants	- Associates consonant sounds to letters
	E	a. Initial	- Names letters to represent consonant sounds heard in initial position, final position, medial position
	I	b. Final	
	I	c. Medial	
	I	d. Clusters	
			- Discriminates between words using initial letter cues and final letter cues
			- Associates sounds to digraphs
			- Associates sounds to two-letter blends
		2. Vowels	
	I	a. Long	- Knows that the letters a, e, i, o, u, and combinations of these can represent several different sounds
		b. Short	
	E	3. Rhyming	
	I	4. Compound words	
	I	5. Contractions	
	I	6. Sight words	- Is able to identify in various settings words usually found in pre-primers and primers

Grade 1

Major Area Reading

Skill Area II Comprehension

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate a knowledge of vocabulary development.	I	1. Context	- Uses context clues in word attack - Cloze procedure ex: complete: The ____ is going too slow house, book, turtle
	I	2. Compound words	- Ex: Write, have read and match: dog bell school house door book
	I	3. Suffix (plural S)	
B. The student will use literal comprehension skills.	I	1. Main idea/choosing titles	- Can suggest or select an appropriate title for a story
		2. Finding details	(For categories a and b.)
	I	a. Information recall	- Can recall from stories read aloud: main idea, names of characters, important details, stated sequence
	I	b. Sequence	- Can recall after silent reading: main idea, names of characters, important details, stated sequence
	I	c. Likeness/difference	- Simple classifications
	I	3. Pronoun	- Identify the noun or pronoun to which a given pronoun refers
	I	4. Punctuation for meaning	- Understands simple punctuation (. , ? !)
C. The student will use skills to read critically.	I	Fact/fantasy.	

Grade 1

Major Area Reading

Skill Area III Related Study Skills

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will identify the use of and locate information in reference tools.	I	1. Dictionaries	
	I	2. Table of Contents	
	I	3. Card Catalogue	
B. The student will demonstrate skills to organize information	I	1. Alphabetize	-Can alphabetize words using first letters
		2. Follow written directions	-Can follow printed directions

Grade 1

Major Area Reading

Skill Area IV Positive Responses to Reading

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate enjoyment of reading.	E	1. Reads on own	
	E	2. Frequents places of reading	
	E	3. Discusses materials read	
	E	4. Participates in reading-related activities.	

Grade 2

Major Area Reading

Skill Area I Word Attack Skills

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will associate sounds to letters.		1. Consonants	- Knows consonant sounds
	E	a. Initial	- Applies them to initial, final, medial positions
	E	b. Final	- Knows blends
	E	c. Medial	
	E	d. Clusters	- Knows three-letter initial blends
			- Knows initial consonant sound includes all up to first vowel
			- Knows two sounds of c and g
			- Understands function of "y" as consonant
		2. Vowels	
	E	a. Long and short	- Short vowel sounds
			- Long vowel sounds
			- Understands function of "y" as a vowel
	E	3. Rhyming	
	E	4. Compound words	
	E	5. Contractions	
	E	6. Sight words	- Recognizes 220 Dolch Basic Sight words (by end of year)

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away
be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by
call
came
can
carry
clean
cold
come
could
cut
did
do
does
done
don't
down
draw
drink
eat
eight
every
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
give
go
goes
going
good
got
green
grow
had
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its
jump
just
keep
kind
know
laugh
let
light
like
little
live
long
look
made
make
many
may
me
much
must
my
myself
never
new
no
not
now
of
off
old
on
once
one
only
open
or
our
out
over
own
pick
play
please
pretty
pull
put
ran
read
red
ride
right
round
run
said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop
take
tell
ten
thank
that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yes
yellow
you
your

Grade 2

Major Area Reading

Skill Area II Comprehension

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate a knowledge of vocabulary development.	E	1. Context	- Cloze procedure Ex: complete The ______ is burning ocean fly house
	I	2. Multiple meanings of words	- Ex: Write, have read and then discuss different meanings of the underlined words. 1. Is this plant too big? 2. Is it time to plant it outside?
	I	3. Synonyms and antonyms	- Recognizes synonymous and opposite meanings.
	E	4. Compound words	
	I	5. Prefix, suffix and root words	- Recognizes root words
	I	6. Possessives	- Understands use of possessive
B. The student will use literal comprehension skills.	E	1. Main idea/choosing titles.	- Can suggest or select an appropriate title for a story
		2. Finding details	
	E	a. Information recall	- Can recall specific information - Can recall after silent reading: main idea, names of characters and important details
	E	b. Sequence	- Can follow plot sequence - Can sequence events
	E	c. Likeness/difference	- Can clarify
	E	3. Pronouns	- Identify the noun or pronoun to which a given noun refers
	I	4. Punctuation for meaning	- Understands simple punctuation (. , ? !)

Grade 2

Major Area Reading

Skill Area II Comprehension (continued)

Code:
i - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
C. The student will use skills to read critically.	I	1. Fact/fantasy	

Grade 2

Page 4 of 5

Major Area Reading

Skill Area III Related Study Skills

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will identify the use of and locate information on reference tools.	I	1. Dictionaries	- Identify alphabetical order - Can find definitions
	E	2. Table of contents	- Can use: table of contents, page numbers, titles
	I	3. Glossaries	- Can use glossaries
	I	4. Newspapers	- Identify purposes of newspaper
	I	5. Magazines	- Identify purposes of magazines
	I	6. Card catalogue	
B. The student will demonstrate skills to organize information.	E	1. Alphabetize	- Can alphabetize words using first and second letters
	I	2. Follow written directions	- Can follow printed directions

Grade 2

Major Area Reading

Skill Area IV Positive Responses to Reading

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate enjoyment of reading.	E	1. Reads on own	
	E	2. Frequents places of reading	
	E	3. Discusses material read	
	E	4. Participates in reading-related activities	

Grade 3

Major Area Reading

Skill Area I Word Attack Skills

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will associate sounds to letters.		1. Consonants	- Knows consonant sounds
	R	a. Initial	- Applies them to initial, final, medial positions
	R	b. Final	
	R	c. Medial	- Knows blends
	R	d. Clusters	- Knows three-letter initial blends
			- Knows initial consonant sound includes all up to first vowel
			- Silent letters in kn, wr, gn
		2. Vowels	-(For categories a and b)
	E	a. Long and short	- Short and long vowel sounds
	I	b. Combinations	- Vowel rules: 1. vowel in one-syllable word is short 2. vowel in a syllable or word ending in e is long 3. Two vowels together, first is often long and second is silent 4. vowel alone in word is short
	R	3. Rhyming	
	E	4. Compound words	
	E	5. Contractions	
	E	6. Sight words	- Recognize 220 Dolch Basic Sight Words See list on reverse side.

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away
be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by
call
came
can
carry
clean
cold
come
could
cut
did
do
does
done
don't
down
draw
drink
eat
eight
every
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
give
go
goes
going
good
got
green
grow
had
has
have
he
help
her
here
him
his
hold
hot
how
hurt
I
if
in
into
is
it
its
jump
just
keep
kind
know
laugh
let
light
like
little
live
long
look
made
make
many
may
me
much
must
my
myself
never
new
no
not
now
of
off
old
on
once
one
only
open
or
our
out
over
own
pick
play
please
pretty
pull
put
ran
read
red
ride
right
round
run
said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop
take
tell
ten
thank
that
the
their
them
then
there
these
they
think
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those
three
to
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try
two
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up
upon
us
use
very
walk
want
warm
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were
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when
where
which
white
who
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will
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work
would
write
yes
yellow
you
your

Grade 3

Major Area Reading

Skill Area II Comprehension

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate a knowledge of vocabulary development.	E	1. Context	- Ability to derive word meaning from the context of the sentences
	E	2. Multiple meanings of words	- Recognizes that a word may have more than one meaning
	E	3. Synonyms and antonyms	- Recognizes synonymous and opposite meanings
	I	4. Homonyms and homographs	- Recognizes homonyms and homographs
	E	5. Compound words	
	E	Prefix, suffix and root words	- Recognizes root words
	I	7. Similes and metaphors	- Can identify similes and metaphors
	E	8. Possessives	- Understands use of possessives
B. The student will use literal comprehension skills.		1. Main idea	
	E	a. Choosing titles	- Newspaper headlining - Choosing title for material read - Making captions for comics - Finding main idea in story
	I	b. Supporting details	- Selecting facts to support main idea
		2. Finding details	
	E	a. Information recall	- Finding specific information - Selecting facts to remember
	E	b. Sequence	- Can keep events in proper sequence - Recognizes clue words as: first, next, finally, etc.

Grade 3

Major Area Reading

Skill Area II Comprehension (continued)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
	E	c. Likeness/difference	- Classification
	I	d. Cause/effect	- Discuss story. Tell students a cause is what makes something happen and an effect is what happens,
	E	3. Pronouns	- Recognizes clue words: e.g., because, as a result of, therefore, etc.
			- Identifies the noun or pronoun to which a given noun refers
	E	4. Punctuation for meaning	- Understands simple punctuation (. , ? !)
			- Recognizes direct speech 1. quotation marks 2. comma
C. The student will use skills of inference	I	1. Main idea/choosing titles	- Can find main idea when not directly stated
	I	2. Finding details	
		a. Sequence	- Ex. State Objectives, pg. 15
			- Can put events in proper sequence when not directly stated
			- Flashback technique
	I	b. Likeness/difference	- Ex. State Objectives, pg. 16
	I	c. Cause/effect	- Recognizes cause and effect when not directly stated. Ex: "Joe is very good at carpentry. His father is a carpenter." Though not stated, one might justifiably infer that Joe learned something about carpentry from his father.

Grade 3

Major Area Reading

Skill Area II Comprehension (continued)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
	I	3. Drawing conclusions	- Ex. State Objectives, pg. 16 - Riddles
	I	4. Predicting outcomes	- Stories without endings - Predict current events
		5. Characterization	
	I	a. Traits	- Have student discuss what kind of person would be likely to say: "You can't play with my ball." (Selfish, nasty, mean)
	I	b. Emotions	- Interpret emotions from descriptive phrases: Ex. clenched fists, flared nostrils, etc.
	I	c. Physical descriptions	- Interpret physical appearance when not directly stated: Ex. "The player easily reached the basketball hoop." (player is tall)
	I	6. Analogies	- Practice analogies: Ex. "Shoe is to foot as glove is to ________." - Pairs of words (hat - head)
D. The student will use skills to read critically.	I	1. Author's purpose	- Recognize that the author may want to entertain, inform or persuade readers
	E	2. Fact/fantasy	
	I	3. Fact/ opinion	- Recognize clue words or phrases: Ex. I think, I believe, etc.

Grade 3

Major Area Reading

Skill Area III Related Study Skills

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will identify the use of and locate information in reference tools.	E	1. Dictionaries	- Can use 1. pronunciation key 2. guide words 3. entry words 4. appropriate definitions
	E	2. Table of contents	- Can use table of contents
	E	3. Glossaries	- Can use glossaries
	I	4. Encyclopedias	- Identify purposes of encyclopedias
	I	5. Newspapers	- Identify purposes of newspapers
	I	6. Magazines	- Identify purposes of magazines
	I	7. Maps, graphs, charts	- Can use simple maps, graphs or charts
	E	8. Card catalogue	
B. The student will demonstrate skills to organize information.	E	1. Alphabetize	- Alphabetize to third letter
	E	2. Follow written directions	- Can follow printed directions for recipes, board games, bulletin board tasks, care of animals, making models, etc.
	I	3. Summarize	- Choose best summary
	I	4. Outline	- Introduce topic sentences

Grade 3

Major Area Reading

Skill Area IV Positive Responses to Reading

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate enjoyment of reading.	E	1. Reads on own	
	E	2. Frequents places of reading	
	E	3. Discusses material read	
	E	4. Participates in reading-related activities	

Grade 4

Major Area Reading

Skill Area I Word Attack

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will associate sounds to letters.		1. Vowels	(For categories a and b)
	E	a. Long and short	- Short and long vowel sounds
	E	b. Combinations	- Vowel rules: 1. vowel in one-syllable word is short 2. vowel in a syllable or word ending in e is long 3. two vowels together, first is often long and second is silent 4. vowel alone in word is short
	R	2. Compound words	
	R	3. Contractions	
	E	4. Sight words	- Knows new words in content field - Recognizes similarities of known words

Grade 4

Major Area Reading

Skill Area II Comprehension

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate a knowledge of vocabulary development.	E	1. Context	- Develops ability in getting meaning from context - Uses new words in sentences to show meaning
	E	2. Multiple meanings of words	- Recognizes that a word may have more than one meaning - Knows to select best meaning according to context
	E	3. Synonyms and antonyms	- Recognizes synonymous and opposite meanings
	E	4. Homonyms and homographs	- Recognizes homonyms and homographs
	R	5. Compound words	
	E	6. Prefix, suffix and root words	- Knows suffixes and prefixes
	I	7. Similes and metaphors	- Can identify similes and metaphors
	E	8. Possessives	- Understands use of possessives
B. The student will use literal comprehension skills.		1. Main idea	
	E	a. choosing titles	- Newspaper headlining - Choosing title for material read - Making captions for comics - Finding main idea in story
	E	b. supporting details	- Selecting facts to support main idea
		2. Finding details	
	E	a. information recall	- Finding specific information - Selecting facts to remember
	E	b. sequence	- Can keep events in proper sequence - Recognizes clue words: Ex. first, next, finally, etc.

Grade 4

Major Area Reading

Skill Area II Comprehension (continued)

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
	E	c. likeness/difference	- Classification
	E	d. cause/effect	- Discuss story. Tell students a cause is what makes something happen and an effect is what happens.
			- Recognizes clue words: Ex. because, as a result of, therefore, etc.
	E	3. Pronouns	- Identify the noun or pronoun to which a given noun refers
	E	4. Punctuation for meaning	- Understands punctuation (. , ? !)
			- Recognizes direct speech 1. quotation marks 2. comma
C. The student will use skills of inference.		1. Main idea	
	E	a. choosing titles	- Can find main idea when not directly stated
		2. Finding details	
	E	a. sequence	- Ex., State Objectives, pg. 15
			- Can put events in proper sequence when not directly stated
			- Flashback technique
	E	b. likeness/difference	- Ex., State Objectives, pg. 16
	E	c. cause/effect	- Recognizes cause and effect when not directly stated. Ex: "Joe is very good at carpentry. His father is a carpenter." Though not stated, one might justifiably infer that Joe learned something about carpentry from his father.

Grade 4

Major Area Reading

Skill Area II Comprehension (continued)

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
	E	3. Drawing conclusions	- Ex., State Objectives, pg.16 - Riddles
	E	4. Predicting outcomes	- Stories without endings
		5. Characterization	
	E	a. traits	- Have student discuss what kind of person would be likely to say: "You can't play with my ball." (selfish, nasty, mean)
	E	b. emotions	- Interpret emotions from descriptive phrases: Ex., clenched fists, flared nostrils, etc.
	E.	c. physical descriptions	- Interpret physical appearance when not directly stated: Ex.,"The player easily reached the basketball hoop." (player is tall)
	E	6. Analogies	- Practice analogies: Ex., "Shoe is to foot as glove is to ___________."
D. The student will use skills to read critically.	E	1. Author's purpose	- Recognize that the author may want to entertain, inform or persuade readers
	E	2. Fact/opinion	- Recognize clue words or phrases: Ex.,I think, I believe, etc.

Grade 4

Major Area Reading

Skill Area III Related Study Skills

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will identify the use of and locate information in reference tools.	E	1. Dictionaries	- Can use 1. pronunciation key 2. guide words 3. entry words 4. appropriate definitions
	R	2. Table of contents	- Can use table of contents
	E	3. Glossaries	- Can use glossaries
	E	4. Encyclopedias	- Can use encyclopedias
	I	5. Atlases	- Identifies purposes of atlases
	E	6. Newspapers	- Is able to locate specific information in newspapers
	E	7. Magazines	- Identifies purposes of magazines
	I	8. Telephone books	- Identifies purposes of the telephone book
	I	9. Indexes	- Recognizes uses of indexes
	E	10. Maps, graphs, charts	- Can use simple maps, graphs or charts
	E	11. Card catalogue	- Locates fiction book by call number - Identifies correct card catalogue drawer for specific topic - Recognizes that the call number indicates location of material - Recognizes that color-coded cards designate non-print items

Grade 4

Major Area Reading

Skill Area III Related Study Skills (continued)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
B. The student will demonstrate skills to organize information.	E	1. Alphabetize	- Can alphabetize
	E	2. Follow written directions	- Can follow printed directions for recipes, board games, bulletin board tasks, care of animals, making models, etc.
	E	3. Summarize	- Choosing best summary
	I	4. Outline	- Topic sentences

Grade 4

Major Area Reading

Skill Area IV Positive Responses to Reading

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate enjoyment of reading.	E	1. Reads on own	
	E	2. Frequents places of reading	
	E	3. Discusses material read	
	E	4. Participates in reading-related activities	

Grade 5

Major Area Reading

Skill Area I Word Attack Skills

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will associate sounds to letters		1. Vowels	
	E	a. Long and short	- Uses phonic skills
	E	b. Combinations	- Knows vowel rules
	R	2. Compound words	
	R	3. Contractions	
	E	4. Sight words	- Knows new words in content field - Recognizes similarities of known words

Grade 5

Major Area Reading

Skill Area II Comprehension

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate a knowledge of vocabulary development.	E	1. Context	- Can define a word read in context
	E	2. Multiple meaning of words	- Recognizes that a word may have more than one meaning - Knows to select best meaning according to context
	E	3. Synonyms and antonyms	- Can provide synonyms, antonyms
	E	4. Homonyms and homographs	- Knows homonyms - Knows homographs
	R	5. Compound words	
	E	6. Prefix, suffix and root words	- Knows suffixes and prefixes
	E	7. Similes and metaphors	- Recognizes similes and metaphors
	R	8. Possessives	- Understands use of possessives
B. The student will use literal comprehension skills		1. Main idea	
	E	a. choosing titles	- Newspaper headlining - Choosing title for material read - Finding main idea in story - Making captions for comics
		b. supporting details	- Selecting facts to support main ideas
		2. Finding details	
	E	a. information recall	- Finding specific information - Selecting facts to remember
	E	b. sequence	- Can keep events in proper sequence - Recognizes clue words: Ex. first, next, finally, etc.

Grade 5

Major Area Reading

Skill Area II Comprehension (continued)

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
	E	c. likeness/difference	- Classification
	E	d. cause/effect	- Discuss story. Tell students a cause is what makes something happen and an effect is what happens. - Recognizes clue words: Ex. because, as a result of, therefore, etc.
	E	3. Pronouns	- Identifies the noun or pronoun to which a given noun refers
	E	4. Punctuation for meaning	- Understands punctuation (. , ? ! : ;) - Recognizes direct speech 1. quotation marks 2. comma
C. The student will use skills of inference		1. Main idea/choosing titles	- Can find main idea when not directly stated
		2. Details to support	
	E	a. sequence	- Ex. State Objectives, pg 15 - Can put events in proper sequence when not directly stated - Flashback technique
	E	b. likeness/difference	- Ex. State Objectives, pg. 16
	E	c. cause/effect	- Recognizes cause and effect when not directly stated. Ex: "Joe is very good at carpentry. His father is a carpenter." Though not stated, one might justifiably infer that Joe learned something about carpentry from his father.
	E	3. Drawing conclusions	- See State Objectives, pg. 16 - Riddles

Grade 5

Major Area Reading

Skill Area II Comprehension (continued)

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
	E	4. Predicting outcomes	- Stories without endings
		5. Characterization	
	E	a. traits	- Have student discuss what kind of person would be likely to say: "You can't play with my ball." (selfish, nasty, mean)
	E	b. emotions	- Interpret emotions from descriptive phrases: Ex: clenched fists, flared nostrils, etc.
	E	c. physical descriptions	- Interpret physical appearance when not directly stated: Ex: "The player easily reached the basketball hoop." (player is tall)
	E	6. Analogies	- Practice analogies: Ex: "Shoe is to foot as glove is to ________."
D. The student will use skills to read critically.	E	1. Author's purpose	- Recognize that the author may want to entertain, inform, or persude readers
	I	2. Author's viewpoint	
	E	3. Fact/opinion	- Recognize clue words or phrases: Ex: I think, I believe, etc.
	I	4. Propaganda	- Identify various propaganda techniques

Grade 5

Major Area Reading

Skill Area III Related Study Skills

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A The student will identify the use of and locate information in reference tools.	E	1. Dictionaries	- Can use 1. pronunciation key 2. guide words 3. entry words 4. appropriate definitions 5. abbreviations 6. diacritical markings 7. cross references 8. secondary accent mark
	R	2. Table of Contents	(Can use effectively 2,3,4,5, 6,7,8,9,10 and 11)
	E.	3. Glossaries	
	E	4. Encyclopedias	
	E	5. Atlases	
	E	6. Newspapers	
	E	7. Magazines	
	E	8. Telephone books	
	E	9. Indexes	
	E	10. Maps, graphs, charts	
	R	11. Card Catalogue	
B. The student will demonstrate skills to organize information	R	1. Alphabetize	- Can alphabetize
	R	2. Follow written directions	
	E	3. Summarize	
	E	4. Outline	- Uses topic and subtopic phrases - Can take notes - Knows outline form

Grade 5

Major Area Reading

Skill Area IV Positive Responses to Reading

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate enjoyment of reading.	E	1. Reads on own	
	E	2. Frequents places of reading	
	E	3. Discusses material read	
	E	4. Participates in reading-related activities	

Grade 6

Major Area Reading

Skill Area I Word Attack Skills

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will associate sounds to letters		1. Vowels	(For categories a and b)
	R	a. Long and short	- Uses phonic skills
	R	b. Combinations	- Knows vowel rules
	R	2. Compound Words	
	E	3. Sight words	- Knows new words in content field - Recognizes similarities of known words

Grade 6

Major Area Reading

Skill Area II Comprehension

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate a knowledge of vocabulary development	E	1. Context	- Can define a word read in context
	E	2. Multiple meanings of words	- Recognizes that a word may have more than one meaning - Knows to select best meaning according to context
	E	3. Synonyms and antonyms	- Recognizes and provides synonyms and opposite meanings
	E	4. Homonyms and homographs	- Knows homonyms and homographs
	E	5. Prefix, suffix and root words	- Knows suffixes and prefixes
	E	6. Similes and metaphors	- Can identify similes and metaphors
	R	7. Possessives	- Understands use of possessives
B. The student will use literal comprehension skills		1. Main Idea	
	E	a. Choosing titles	- Newspaper headlining - Choose title for material read - Finding main idea in a story - Making captions for comics
	E	b. Supporting details	- Selecting facts to support main idea
		2. Finding details	
	E	a. Information recall	- Finding specific information - Selecting facts to remember
	E	b. Sequence	- Can keep events in proper sequence - Recognizes clue words as: first, next, finally, etc
	E	c. Likeness/difference	- Classification
	E	d. Cause/effect	- Discuss story. Tell students a cause is what makes something happen and an effect is what happens.

Grade 6

Major Area Reading

Skill Area II Comprehension (continued)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
	E	3. Pronouns	- Identify the noun or pronoun to which a given noun refers
	E	4. Punctuation for meaning	- Understands punctuation (l , ? ! : ;) - Recognizes direct speech 1. quotation marks 2. comma
C. The student will use skills of inference		1. Main idea/choosing titles	- Can find main idea when not directly stated
		2. Finding details	
	E	a. sequence	- Ex: State Objectives, pg. 15 - Can put events in proper sequence when not directly stated - Flashback technique
	E	b. likeness/difference	- Ex: State Reading Objectives, page 16
	E	c. cause/effect	- Recognizes cause and effect when not directly stated Ex: "Joe is very good at carpentry. His father is a carpenter." Though not stated, one might justifiably infer that Joe learned something about carpentry from his father.
	E	3. Drawing conclusions	- Ex: State Objectives, page 16 - Riddles
	E	4. Predicting outcomes	- Stories without endings

Grade 6

Major Area Reading

Skill Area II Comprehension (continued)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
		5. Characterization	
	E	a. Traits	- Have student discuss what kind of person would be likely to say: "You can't play with my ball." (selfish, nasty, mean)
	E	b. Emotions	- Interpret emotions from descriptive phrases, Ex: clenched fists, flared nostrils, etc.
	E	c. Physical descriptions	- Interpret physical appearance when not directly stated: Ex: "The player easily reached the basketball hoop." (player is tall)
	E	6. Analogies	- Practice analogies as: "Shoe is to foot as glove is to __________." - Pairs of words: Ex: hat-head
D. The student will use skills to read critically.	E	1. Author's purpose	- Recognize that the author may want to entertain, inform or persuade readers
	E	2. Author's viewpoint	- Recognize clue words or phrases: Ex: I think, I believe, etc.
	I	4. Propaganda	- Identify various propaganda techniques

Grade 6

Major Area Reading

Skill Area III Related Study Skills

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will identify the use of and locate information in reference tools.	E	1. Dictionaries	- Can use 1. pronunciation key 2. guide words 3. entry words 4. appropriate definitions 5. abbreviations 6. diacritical markings 7. cross references 8. secondary accent mark
	R	2. Table of Contents	(Can use effectively 2-11)
	E	3. Glossaries	
	E	4. Encyclopedias	
	E	5. Atlases	
	E	6. Newspapers	
	E	7. Magazines	
	E	8. Telephone books	
	E	9. Indexes	
	E	10. Maps, graphs, charts	
	R	11. Card Catalogue	
B. The student will demonstrate skills to organize information	R	1. Alphabetize/guide words	- Can alphabetize
	R	2. Follow written directions	- Can follow printed directions for recipes, board games, bulletin board tasks, care of animals, making models, etc.
	E	3. Summarize	- Chooses best summary
	E	4. Outline	- Knows outline form - Takes notes effectively - Uses topic, subtopic and details - Can skim for specific purposes

Grade 6

Major Area Reading

Skill Area IV Positive Responses to Reading

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will demonstrate enjoyment of reading.	E	1. Reads on own	
	E	2. Frequents places of reading	
	E	3. Discusses material read	
	E	4. Participates in reading-related activities	

SCOPE AND SEQUENCE OF SPEAKING/LISTENING ORAL SKILLS

I. CONVERSATION/DISCUSSIONS	K	1	2	3	4	5	6
A. TAKE PART IN A CONVERSATION/DISCUSSION							
1. INFORMATIONAL LISTENING							
a. Courteous listening	I	I	I	E	E	E	R
b. Attentive listening	I	I	I	E	E	E	R
2. PARTICIPATION IN SPEAKING							
a. Conversation	I	I	I	E	E	E	R
b. Report accurately							
1) information	I	I	E	E	E	R	R
2) story telling	I	I	E	E	E	R	R
3) sharing experiences	I	I	E	E	E	R	R
c. Discussion should have a purpose and be logical		I	I	I	E	E	R
d. Express own attitudes, values and feelings	I	I	I	E	E	E	R
3. DELIVERY							
a. Use appropriate gestures and movements	I	I	I	E	E	E	R
b. Use eye contact	I	I	I	E	E	E	R
c. Understand and use correct articulation and pronunciation	I	I	I	E	E	E	R
4. CONTENT							
a. Express a complete thought	I	I	E	E	E	R	R
b. Speak with exact and vivid language	I	I	I	I	E	E	E
c. Keep to the main idea	I	I	E	E	E	R	R
B. RECOGNIZE CHARACTERISTICS OF A GOOD CONVERSATION				I	I	I	E
II. CRITICAL LISTENING							
A. LISTEN FOR SPECIFIC INFORMATION							
1. Main idea/summary	I	I	E	E	E	E	E
2. Sequence	I	E	E	E	E	E	E

Code: I - Introduce
E - Emphasize
R - Reinforce

	K	1	2	3	4	5	6
II. CRITICAL LISTENING (continued							
A. LISTEN FOR SPECIFIC INFORMATION (cont'd)							
3. Listen to an explanation and follow directions.							
a. 1-step oral direction	I	E					
b. 2-step oral direction	I	E					
c. 3-step oral direction		I	E	E			
d. 4-step oral direction			I	E	R		
B. LISTEN FOR SYNTHESIZING OF INFORMATION							
1. Listen and draw conclusions	I	I	I	E	E	E	E
2. Make evaluations				I	I	I	E
3. Make generalizations				I	I	E	E
4. Make interpretations				I	I	E	E
5. Listen for relationships				I	I	E	E
6. Listen for purpose of presentation				I	E	E	E
C. IDENTIFY THE DIFFERENCE BETWEEN FACT AND FICTION/OPINION							
1. Identify fact/fiction	I	I	I	E	E	E	E
2. Identify fact/opinion				I	I	E	E
III. CREATIVE DRAMATICS							
A. PARTICIPATE IN STORY DRAMATIZATIONS AND CHARACTERIZATIONS							
1. Verbal story dramatization	I	I	I	E	E	E	E
2. Non-verbal story dramatization	I	I	I	E	E	E	E
B. PARTICIPATE IN IMPROVISATIONAL ACTIVITIES THAT EXTEND THE IMAGINATION	I	I	I	E	E	E	E
C. PRESENT A PANTOMIME	I	I	I	E	E	E	E
D. TAKE PART IN PERFORMANCE OF PLAY, SKIT, ETC.							
1. Performance	I	I	I	E	E	E	E
2. Staging	I	I	I	E	E	E	E

Code: I - Introduce
E - Emphasize
R - Reinforce

	K	1	2	3	4	5	6
III. CREATIVE DRAMATICS (cont'd)							
E. ANALYZE AN OBSERVED DRAMATIC ACTIVITY				I	I	I	E
F. TAKE PART IN ROLE-PLAYING ACTIVITIES	I	I	I	E	E	E	E
IV. PUBLIC SPEAKING							
A. GIVE ORAL PRESENTATION							
1. DELIVERY							
a. Use appropriate body control and movements	I	I	I	E	E	E	R
b. Use eye contact	I	I	I	E	E	E	R
c. Use appropriate vocal characteristics	I	I	E	E	R	R	R
d. Understand and use correct articulation and pronunciation	I	I	I	E	E	E	R
2. CONTENT IN SPEAKING							
a. Express a complete thought orally	I	I	I	E	E	E	R
b. Speak clearly with exact and vivid language	I	I	I	I	E	E	E
c. Keep to the main idea	I	I	E	E	E	R	R
B. ANALYZE CHARACTERISTICS OF A SPOKEN PRESENTATION				I	I	E	E

Code: I - Introduce
E - Emphasize
R - Reinforce

Grade K

Major Area Speaking/Listening Oral Skills

Skill Area I Conversation/Discussion

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
The student will be able to take part in a conversation/discussion with another individual or small group of individuals, i.e., will speak and listen.	I	1. Informational listening a. Courteous and attentive listening b. Attentive listening	-Literature/Stories, poetry -Music and drama -Show and tell -Assemblies -Conversations -Recall of facts -Current events -Main idea -Listening for relationships
	I	2. Participation in speaking a. Conversation b. Accurate reporting 1) information 2) story telling 3) experiences c. Expression of own attitudes, values and feeling	(For categories 2, 3, and 4:) -Show and tell -Role playing -Interviews -Debates -Current events -Puppet shows -Reporting -Drama -Choral reading -Leading class discussions -Poetry recitation -"Simon Says..." -Tape recording -Story telling -Introductions -Story add-ons -Telephone conversations -Dictating -Oral book reports -Limericks
	I	3. Delivery a. Use appropriate gestures and movements b. Use eye contact c. Understand and use articulation and pronunciation	
	I	4. Content a. Express a complete thought b. Speak with exact and vivid language c. Keep to the main idea	

Grade K

Major Area Speaking/Listening Oral Skills

Skill Area II Critical Listening Skills

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will listen for specific information.	I	1. Identify main idea/summary	
	I	2. Listen for sequence	
	I	3. Listen to an explanation and follow directions a. 1 step oral direction b. 2 step oral direction	-Independent listening to media material such as tapes, records, etc. -Emergency signals
B. The student will listen for synthesizing of information.	I	1. Listen and draw conclusions	-Teacher directed student activities which check comprehension -Riddles -Suggested listening activities in teachers' manuals
C. The student will identify the difference between fact and fiction	I	1. Identify fact	-Teacher directed student activities which check comprehension
	I	2. Identify fiction	

Grade K

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will participate both verbally and non-verbally in story-dramatization and characterizations	1 1	1. Verbal story dramatization 2. Non-verbal story dramatization	-Paper bag masks for play dramatizing -Switch roles in stereotype characters -Use different hats and dramatize personality to go with hat -Dramatize favorite part of a story -"Dress up" -Puppet shows -Plays
B. The student will participate in improvisational activities that extend the imagination.	1	Improvisation	-"Simon Says" -Act out animal behavior -Show and tell -Telephone game -Use different hats -"Follow the leader" -Role playing -"Dress up" -"Playing house" -Puppet shows -"Be" inanimate objects -Plays
C. The student will present a pantomime to the class or to a small group, describing an event, object, emotion or person without verbalizing.	1	Pantomime	-Paper bag masks -Act out animal behavior -Use different hats and dramatize personality to go with hat -Dramatize favorite part of a story -"Follow the leader" -Role Playing -"Dress up" -"Be" inanimate objects
D. The student will take part, either verbally or non-verbally, in a performance of a class or a group play, program, skit, etc.	1 1	1. Performance 2. Staging	-Paper bag masks -Memorizing poems to recite -Use different hats and dramatize personality to go with hat -Dramatize favorite part of a story -"Dress up" -Puppet shows -Plays

Grade K

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics (Cont'd)

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
E. The student will analyze an observed dramatic activity.			-Video tape or movie of a play, skit, school program, etc., or "live performance"
F. The student will take part in role-playing activities.	I	Role-playing	-Switch roles in stereotype characters -Use different hats and dramatize personality to go with hat

Grade K

Major Area Speaking/Listening Oral Skills

Skill Area IV Public Speaking

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
The student will make a brief presentation to a small group or the class on a topic of the student's choice.	1	1. Delivery a. Use appropriate body control and movement (good posture, etc.) b. Use eye contact c. Use appropriate vocal characteristics (speak clearly) d. Understand and use correct articulation and pronunciation	(For all categories 1 and 2:) -Show and tell -Role playing -Puppet shows -Drama -Story telling -Current events -Reporting -Poetry recitations -Dictating -Book reports -Finger plays
	1	2. Content in speaking a. Express a complete thought orally b. Speak clearly with exact and vivid language c. Keep to main idea	

Grade 1

Major Area Speaking/Listening Oral Skills

Skill Area 1 Conversation/Discussion

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
The student will be able to take part in a conversation/discussion with another individual or small group of individuals, i.é., will speak and listen.	I	1. Informational listening a. Courteous listening b. Attentive listening	-Literature/stories, poetry, etc. -Stories or literature -Music and drama -Show and tell -Assemblies -Conversations -Recall of facts -Current events -Main idea -Listening for relationships
	I	2. Participation in speaking a. Conversation b. Accurate reporting 1) information 2) story telling 3) experiences c. Discussion with purpose and logic d. Expression of own attitudes, values and feelings	(For categories 2, 3, and 4:) -Show and tell -Role playing -Interviews -Debates -Current events -Puppet shows -Reporting -Drama -Choral reading -Leading class discussions -Poetry recitation -"Simon Says" -Tape recording -Story telling -Introductions -Story add-ons -Telephone conversations -Dictating -Oral book reports -Limericks -Jump rope jingles
	I	3. Delivery a. Use appropriate gestures and movements b. Use eye contact c. Understand and use correct articulation and pronunciation	
	I	4. Content a. Express a complete thought b. Speak with exact and vivid language c. Keep to the main idea	

Grade 1

Major Area Speaking/Listening Oral Skills

Skill Area II Critical Listening Skills

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will listen for specific information.	I	1. Identify main idea/summary	-Directed activities -Class discussion -Stories -Films -News reports
	E	2. Listen for sequencing	
	E	3. Listen to an explanation and follow directions	-Independent listening to media materials such as records, tapes, etc. -Emergency signals
	E	a. 1-step oral direction	
	E	b. 2-step oral direction	
	I	c. 3-step oral direction	
B. The student will listen for synthesizing of information	I	1. Listen and draw conclusions	-Suggested listening activities in basal readers and teachers' manuals -Riddles
		2. Make evaluations	
		3. Make generalizations	
		4. Make interpretations	
		5. Listen for relationships	
		6. Listen for purpose of presentation	
C. The student will identify the difference between fact and fiction	I	1. Identify fact	-Teacher directed student activities which check comprehension
		2. Identify fiction	

Grade 1

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will participate, both verbally and non-verbally, in story-dramatization and characterizations.	I I	1. Verbal story dramatization 2. Non-verbal story dramatization	-Paper bag masks for drama -Switch roles in stereotype characters -Use different hats and dramatize personality to go with hat -Dramatize favorite part of a story -"Dress up" -"Playing house" -Puppet shows -Plays
B. The student will participate in improvisational activities that extend the imagination.	I	Improvisation	-"Simon Says" -Act out animal behavior -Show and tell -Telephone game -Use different hats -"Follow the leader" -Role playing -"Dress up" -"Playing house" -Puppet shows -"Be" inanimate objects -Plays -Jump rope jingles -Pantomime single words, signs, song titles, etc.
C. The student will present a pantomime to the class or to a small group, describing an event, object, emotion or person without verbalizing.	I	Pantomime	-Paper bag masks -Act out animal behavior -Use different hats and dramatize personality to go with hat -Dramatize favorite part of a story -"Follow the leader" -Role playing -"Dress up" -"Be" inanimate objects -Pantomime single words, signs, song titles, etc.

Grade 1

Major Area Speaking Listening Oral Skills

Skill Area III Creative Dramatics (Cont'd)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
D. The student will take part, either verbally or non-verbally, in a performance of a class or a group play, program, skit, etc.	I I	1. Performance 2. Staging	-Paper bag masks for drama -Memorize poems to recite -Use different hats and dramatize personality to go with hat -Dramatize favorite part of a story -"Dress up" -Puppet shows -Plays -Pantomime single words, signs, song titles, etc.
E. The student will analyze an observed dramatic activity.			-Video tape or movie of a play, skit, school program, etc., or "live performance"
F. The student will take part in role-playing activities	I	Role-playing	-Switch roles in stereotype characters -Different hats and dramatize personality to go with hat -Role playing

Grade 1

Major Area Speaking/Listening Oral Skills

Skill Area 1V Public Speaking

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
The student will make a brief presentation to a small group or the class on a topic of the student's choice.	1	1. Delivery	(For categories 1 & 2:)
	1	a. Use appropriate body control and movement (good posture, etc.) b. Use eye contact c. Use appropriate vocal characteristics (speak clearly) d. Understand and use correct articulation and pronunciation	-Show and tell -Role playing -Interviews -Debates -Current events -Puppet shows -Reporting -Drama -Choral reading -Leading class discussions -Poetry recitation -"Simon Says" -Tape recording -Story telling -Introductions -Story add-ons -Telephone conversations -Dictating -Oral book reports -Limericks -Finger plays
		2. Content in speaking a. Express a complete thought orally b. Speak clearly with exact and vivid language c. Keep to the main idea	

Grade 2

Major Area Speaking/Listening Oral Skills

Skill Area I Conversation/Discussion

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
The student will be able to take part in a conversation/discussion with another individual or small group of individuals, i.e., will speak and listen	I	1. Informational listening	-Literature/stories, poetry -Music and drama -Show and tell -Assemblies -Conversations -Recall of facts -Current events -Main idea -Listening for relationships
		a. Courteous listening	
		b. Attentive listening	
	I	2. Participation in speaking	(For categories 2, 3, and 4:) -Show and tell -Role playing -Interviews -Debates -Current events -Puppet shows -Reporting -Drama -Choral reading -Leading class discussions -Poetry recitation -"Simon Says" -Tape recording -Story telling -Introductions -Story add-ons -Telephone conversations -Dictating -Oral book reports -Limericks -Jump rope jingles
	I	a. Conversation	
		b. Accurate reporting	
	E	1) information	
	E	2) story telling	
	E	3) experiences	
	I	c. Discussion with purpose and logic	
	I	d. Expression of own attitudes, values and feelings	
	I	3. Delivery	
	I	a. Use appropriate gestures and movements	
	I	b. Use eye contact	
	I	c. Understand and use correct articulation and pronunciation	
		4. Content	
	E	a. Express a complete thought	
	I	b. Speak with exact and vivid language	
	E	c. Keep to the main idea	

Grade 2

Major Area Speaking/Listening Oral Skills

Skill Area II Critical Listening Skills

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will listen for specific information.	E	1. Identify main idea/summary	-Directed activities -Class discussion -Stories -Films -News reports
	E	2. Listen for sequencing	
		3. Listen to an explanation and follow directions	-Independent listening to media materials such as records, tapes, etc. -Emergency signals
	E	a. 3-step oral direction	
	I	b. 4-step oral direction	
B. The student will listen for synthesizing of information	I	1. Listen and draw conclusions	-Suggested listening activities in basal readers and teachers' manuals -Riddles -Teacher directed student activities which check comprehension
		2. Make evaluations	
		3. Make generalizations	
		4. Make interpretations	
		5. Listen for relationships	
		6. Listen for purpose of presentation	
C. The student will identify the difference between fact and fiction.	I	1. Identify fact	-Teacher directed student activities which check comprehension
		2. Identify fiction	

Grade 2

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will participate, both verbally and non-verbally, in story-dramatization and characterizations.	I I	1. Verbal story dramatization 2. Non-verbal story dramatization	-Use paper bag masks for play drama -Switch roles in stereotype characters -Use different hats and dramatize personality to go with hat -Dramatize favorite part of a story -"Dress up" -Puppet shows -Plays -Make up skits -Act out comics -TV commercials -Radio shows, news
B. The student will participate in improvisational activities that extend the imagination.	I	Improvisation	-"Simon Says" -Act out animal behavior -Show and tell -Telephone game -Use different hats -"Follow the leader" -Role playing -"Dress up" -Puppet shows -"Be" inanimate objects -Plays -Jump rope jingles -Pantomime single words, signs, song titles, etc. -Tell jokes -Recite riddles -Make up skits -Be a robot to anothers' verbal commands -Act out comics

Grade 2

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
C. The student will present a pantomime to the class or to a small group, describing an event, object, emotion, or person, without verbalizing.	I	Pantomime	-Paper bag masks for drama -Act out animal behavior -Use different hats and dramatize personality to go with hat -Dramatize favorite part of a story -"Follow the leader" -Role playing -"Dress up" -"Be" inanimate objects -Pantomime single words, signs, song titles, etc. -Be a robot to another's verbal commands -Act out comics
D. The student will take part, either verbally or non-verbally, in a performance of a class or a group play, program, skit, etc.	I I	1. Performance 2. Staging	-Paper bag masks for drama -Memorize poems to recite -Use different hats and dramatize personality to go with hat -Dramatize favorite part of a story -"Dress up" -Puppet shows -Plays -Pantomime single words, signs, song titles, etc. -Make up skits -Act out comics -TV commercials -Radio shows, news
E. The student will analyze an observed dramatic activity.	I	Performance analysis	-Video tape or movie of a play, skit, school program, etc., or "live performance"
F. The student will take part in role-playing activities.	I	Role-playing	-Switch roles in stereotype characters -Use different hats and dramatize personality to go with hat -Role playing

Grade 2

Major Area Speaking/Listening Oral Skills

Skill Area IV Public Speaking

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
The student will make a brief presentation to a small group or the class on a topic of the student's choice.	I	1. Delivery	(For categories 1 & 2;) -Show and tell -Role playing -Interviews -Debates -Current events -Puppet shows -Reporting -Drama -Choral reading -Leading class discussions -Poetry recitation -"Simon Says" -Tape recording -Story telling -Introductions -Story add-ons -Telephone conversations -Dictating -Oral book reports -Limericks
	I	a. Use appropriate body control and movement (good posture, etc.)	
	I	b. Use eye contact	
	E	c. Use appropriate vocal characteristics (speak clearly)	
	I	d. Understand and use correct articulation and pronunciation	
		2. Content in speaking	
	I	a. Express a complete thought orally	
	I	b. Speak clearly with exact and vivid language	
	E	c. Keep to the main idea	

Grade 3

Major Area Speaking/Listening Oral Skills

Skill Area 1 Conversation/Discussion

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will be able to take part in a conversation/discussion with another individual or small group of individuals, i.e., will speak and listen.		1. Informational listening	-Literature/stories, poetry -Music and drama -Show and tell -Assemblies -Conversations -Recall of facts -Current events -Main idea -Listening for relationships
	E	a. Courteous listening	
	E	b. Attentive listening	
		2. Participation in speaking	(For categories 2, 3, and 4:) -Show and tell -Role playing -Interviews -Debates -Current events -Puppet shows -Reporting -Drama -Choral reading -Leading class discussions -Poetry recitation -"Simon Says" -Tape recording -Story telling -Introductions -Story add-ons -Telephone conversations -Dictating -Oral book reports -Limericks -Jump rope jingles
	E	a. Conversation	
		b. Accurate reporting	
	E	1) information	
	E	2) story telling	
	E	3) experiences	
	I	c. Discussion with purpose and logic	
	E	d. Expression of own attitudes, values and feelings	
		3. Delivery	
	E	a. Use appropriate gestures and movements	
	E	b. Use eye contact	
	E	c. Understand and use correct articulation and pronunciation	
		4. Content	
	E	a. Express a complete thought	
	I	b. Speak with exact and vivid language	
	E	c. Keep to the main idea	
B. The student will be able to analyze an observed conversation.	I	1. Recognize a successful conversation	-Observe conversations and make judgements about what was observed

Grade 3

Major Area Speaking/Listening Oral Skills

Skill Area II Critical Listening Skills

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will listen for specific information.	E	1. Identify main idea/summary	-Directed activities -Class discussions -Stories -Films -News reports
	E	2. Listen for sequencing	
		3. Listen to an explanation and follow directions	-Independent listening to media materials such as records, tapes, etc. -Emergency signals
	E	a. 3-step oral direction	
	E	b. 4-step oral direction	
B. The student will listen for synthesizing of information	E	1. Listen and draw conclusions	-Teacher directed student activities which check comprehension -Riddles -Suggested listening activities in basal readers and teachers' manuals
	I	2. Make evaluations	
	I	3. Make generalizations	
	I	4. Make interpretations	
	I	5. Listen for relationships	
	I	6. Listen for purpose of presentation	
C. The student will identify the difference between fact and fiction/opinion.	E	1. Identify fact/fiction	-Teacher directed student activities which check comprehension
	E	2. Identify fact/opinion	

Grade 3

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will participate, both verbally and non-verbally, in story-dramatization and characterizations.	E E	1. Verbal story dramatizations 2. Non-verbal story dramatizations	-Visual book reports -Make up skits -Switch roles in stereotype characters -Act out comics -Dramatize favorite part of a story -TV commercials -Puppet shows -Radio shows, news -Plays -Silent movies
B. The student will participate in improvisational activities that extend the imagination.	E	Improvisation	-Tell jokes -Recite riddles -Jump rope jingles -Make up skits -"Simon says" -Be a robot to another's verbal commands -Show and tell -Telephone games -Pantomime single words, signs, song titles, etc. -Act out comics -Mirror partner without words -"Follow the leader" -Role playing -Puppet shows -"Be" inanimate objects -Plays
C. The student will present a pantomime to the class or to a small group, describing an event, object, emotion, or person, without verbalizing.	E	Pantomime	-Be a robot to another's verbal commands -Pantomime single words, signs, song titles, etc. -Act out comics -Dramatize favorite part of a story -Mirror partner without words -"Follow the leader" -Role playing -"Be" inanimate objects -Silent movies

Grade 3

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics (Cont'd)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
D. The student will take part, either verbally or non-verbally, in a performance of a class or group play, program, skit, etc.	E E	1. Performance 2. Staging	-"How to" demonstration -Choral speaking -Memorize poems -Visual book reports -Tongue twisters -Make up skits -Pantomime single words, signs, song titles, etc. -Act out comics -Dramatize favorite part of a story -TV commercials -Puppet shows -Radio shows, news -Play -Silent movies
E. The student will analyze an observed dramatic activity	I	Performance analysis	-Video tape or movie of play, skit, school program, etc., or a "live performance"
F. The student will take part in role-playing activities.	E	Role playing	-Switch roles in stereotype characters -Role playing

Grade 3

Major Area Speaking/Listening Oral Skills

Skill Area IV Public Speaking

Code:
1 - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will make a brief presentation to a small group or the class on a topic of the student's choice.		1. Delivery	(For categories 1 & 2:) -Show and tell -Role playing -Interviews -Debates -Current events -Puppet shows -Reporting -Drama -Choral reading -Leading class discussions -Poetry recitation -"Simon Says" -Tape recording -Story telling -Introductions -Story add-ons -Telephone conversations -Dictating -Oral book reports -Limericks -Tongue twisters
	E	a. Use appropriate body control and movement (good posture, etc.)	
	E	b. Use eye contact	
	E	c. Use appropriate vocal characteristics (speak clearly)	
	E	d. Understand and use correct articulation and pronunciation	
		2. Content in speaking	
	E	a. Express a complete thought orally	
	1	b. Speak clearly with exact and vivid language	
	E	c. Keep to the main idea	
B. The student will analyze a spoken presentation.	1	Recognize a successful oral presentation	-After listening to a presentation, discuss likes and dislikes

Grade 4

Major Area Speaking/Listening Oral Skills

Skill Area I Conversation/Discussion

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will be able to take part in a conversation/discussion with another individual or small group of individuals, i.e., will speak and listen.		1. Informational listening	-Listen to a speaker -Listen to assembly programs
	E	a. Courteous listening	
	E	b. Attentive listening	
		2. Participation in speaking	(For categories 2, 3, and 4:) -Read together in pairs or small groups -Give a demonstration speech -Talk about a book -Share original stories for ideas or proof reading -Develop science experiments -Discuss social studies projects -Explain how to construct an art project -Plan and act out dramatizations -Write and present original commercials -Interview parents, teachers, and students on a variety of subjects -Lead and take a cooperative part in a discussion
	E	a. Conversation	
	E	b. Accurate reporting	
	E	1) information	
	E	2) story telling	
	E	3) experiences	
	E	c. Discussion with purpose and logic	
	E	d. Expression of own attitudes, values and feelings	
		3. Delivery	
	E	a. Use appropriate gestures and movements	
	E	b. Use eye contact	
	E	c. Understand and use correct articulation and pronunciation	
		4. Content	
	E	a. Express a complete thought	
	E	b. Speak with exact and vivid language	
	E	c. Keep to the main idea	
B. The student will be able to analyze an observed conversation.	I	Recognize a successful conversation	-Observe conversations and then make judgements about what was observed

Grade 4

Major Area Speaking/Listening Oral Skills

Skill Area II Critical Listening Skills

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will listen for specific information.	E	1. Identify main idea/summary	-Watch and listen to a filmstrip with accompanying cassette or a movie and be able to participate in a followup activity -Give student a check sheet to tabulate if specific information was covered
	E	2. Listen for sequencing	
	R	3. Listen to an explanation and follow 4-step oral direction	
B. The student will listen for synthesizing of information.	E	1. Listen and draw conclusions	-Filmstrips -Social studies presentations -Science experiments -Stories -TV programs -Other media presentations
	I	2. Make evaluations	
	I	3. Make generalizations	
	I	4. Make interpretations	
	I	5. Listen for relationships	
	E	6. Listen for purpose of presentation	
C. The student will identify the difference between fact and fiction/opinion.	E	1. Identify fact/fiction	-Newspaper and magazine articles -News reports -Recognize key words, i.e., high-ranking official, reliable source, alleged, purported to, etc. -Interpret editorials and cartoons -Study advertising to recognize slant
	I	2. Identify fact/opinion	

Grade 4

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will participate, both verbally and non-verbally, in story-dramatization and characterizations.	E E	1. Verbal story dramatization 2. Non-verbal story dramatization	-Visual book reports -Make up skits -Switch roles in stereotype characters -Act out comics -Dramatize favorite part of a story -TV commercials -Puppet shows -Radio shows, news -Plays -Silent movies -Act out more than one version for the same story -Famous events
B. The student will participate in improvisational activities that extend the imagination.	E	Improvisation	-Tell jokes -Recite riddles -Jump rope jingles -Make up skits -"Simon says" -Be a robot to another's verbal commands -Show and tell -Telephone games -Pantomime single words, signs, song titles, etc. -Act out comics -Mirror partner without words -Role playing -Puppet shows -Plays
C. The student will present a pantomime to the class or to a small group, describing an event, object, emotion, or person, without verbalizing.	E	Pantomime	-Be a robot to another's verbal commands -Pantomime single words, signs, song titles, etc. -Act out comics -Dramatize favorite part of a story -Mirror partner without words -Role playing -Silent movies

Grade 4

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics (Cont'd)

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
D. The student will take part, either verbally or non-verbally, in a performance of a class or group play, program, skit, etc.	E E	1. Performance 2. Staging	-"How to" demonstration -Choral speaking -Memorize poems -Visual book reports -Tongue twisters -Make up skits -Pantomime single words, signs, song titles, etc. -Act out comics -Dramatize favorite part of a story -TV commercials -Puppet shows -Radio shows, news -Play -Silent movies -Act out more than one version for the same story -Famous events
E. The student will analyze an observed dramatic activity.	I	Performance analysis	-Video tape or movie of play, skit, school program, etc., or a "live performance"
F. The student will take part in role-playing activities.	E	Role-playing	-Switch roles in stereotype characters -Role-playing

Grade 4

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics (Cont'd)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will make a brief presentation to a small group or the class on a topic of the student's choice.		1. Delivery	(For categories 1 & 2:) -Read together in pairs or small groups -Give a demonstration speech -Talk about a book -Share original stories for ideas or proof reading -Develop science experiments -Discuss social studies projects -Explain how to construct an art project -Plan and act out dramatizations -Write and present original commercials -Interview parents, teachers, and students on a variety of subjects -Lead and take a cooperative part in a discussion
	E	a. Use appropriate body control and movement (good posture, etc.)	
	E	b. Use eye contact	
	R	c. Use appropriate vocal characteristics (speak clearly)	
	E	d. Understand and use correct articulation and pronunciation	
		2. Content in speaking	
	E	a. Express a complete thought orally	
	E	b. Speak clearly with exact and vivid language	
	R	c. Keep to the main idea	
B. The student will analyze a spoken presentation	E	Recognize a successful oral presentation	-Listen to a presentation and discuss likes and dislikes

Grade 5

Major Area Speaking/Listening Oral Skills

Skill Area I Conversation/Discussion

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will be able to take part in a conversation/discussion with another individual or small group of individuals, i.e., will speak and listen		1. Informational listening	-Listen to a speaker -Listen to assembly programs
	E	a. Courteous listening	
	E	b. Attentive listening	
		2. Participation in speaking	(For categories 2, 3, and 4:) -Read together in pairs of small groups -Give a demonstration speech -Talk about a book -Share original stories for ideas or proof reading -Develop science experiments -Discuss social studies projects -Explain how to construct an art project -Plan and act out dramatizations -Write and present original commercials -Interview parents, teachers, and students on a variety of subjects -Lead and take a cooperative part in a discussion
	E	a. Conversation	
		b. Accurate reporting	
	R	1) information	
	R	2) story telling	
	R	3) experiences	
	E	c. Discussion with purpose and logic	
	E	d. Expression of own attitudes, values and feelings	
		3. Delivery	
	E	a. Use appropriate gestures and movements	
	E	b. Use eye contact	
	E	c. Understand and use correct articulation and pronunciation	
		4. Content	
	R	a. Express a complete thought	
	E	b. Speak with exact and vivid language	
	R	c. Keep to the main idea	
B. The student will be able to analyze an observed conversation.	I	Recognize a successful conversation (see State objectives page 28)	-Observe conversations and make judgements about what was observed

Grade 5

Major Area Speaking/Listening Oral Skills

Skill Area II Critical Listening Skills

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will listen for specific information	E	1. Identify main idea/summary	-Watch and listen to a filmstrip with accompanying cassette or a movie and be able to participate in a followup activity -Give student a check sheet to tabulate if specific information was covered
	E	2. Listen for sequencing	
B. The student will listen for synthesizing of information.	E	1. Listen and draw conclusions	-Filmstrips -Social studies presentations -Science experiments -Stories -TV programs -Other media presentations
	I	2. Make evaluations	
	E	3. Make generalizations	
	E	4. Make interpretations	
	E	5. Listen for relationships	
	E	6. Listen for purpose of presentation	
C. The student will identify the difference between fact and fiction/opinion	E	1. Identify fact/fiction	-Newspaper and magazine articles -News reports -Recognize key words, i.e., high-ranking official, reliable source, alleged, purported to, etc. -Interpret editorials and cartoons -Study advertising to recognize slant
	E	2. Identify fact/opinion	

Grade 5

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will participate, both verbally and non-verbally, in story-dramatization and characterizations.	E	Story dramatization	-Visual book reports -Make up skits -Switch roles in stereotype characters -Act out comics -Dramatize favorite part of a story -TV commercials -Puppet shows -Radio shows, news -Plays -Silent movies -Act out more than one version for the same story -Famous events -Conversations with famous book characters -Act out biographical sketches -Conversations with famous living persons -Conversations with famous fictional persons
B. The student will participate in improvisational activities that extend the imagination.	E	Improvisation	-Tell jokes -Recite riddles -Jump rope jingles -Make up skits -"Simon says" -Be a robot to another's verbal commands -Telephone games -Pantomime single words, signs, song titles, etc. -Act out comics -Mirror partner without words -Role playing -Puppet shows -Plays -"Charades" -Conversations with famous fictional character -Conversations with famous living persons

Grade 5

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics (Cont'd)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
C. The student will present a pantomime to the class or to a small group, describing an event, object, emotion, or person, without verbalizing.	E	Pantomime	-Be a robot to another's verbal commands -Pantomime single words, signs, song titles, etc. -Act out comics -Dramatize favorite part of a story -Mirror partner without words -Role playing -Silent movies -"Charades"
D. The student will take part, either verbally or non-verbally, in a performance of a class or group play, program, skit, etc.	E E	1. Performance 2. Staging	-"How to" demonstration -Choral speaking -Memorize poems -Visual book reports -Tongue twisters -Make up skits -Pantomime single words, signs, song titles, etc. -Act out comics -Dramatize favorite part of a story -TV commercials -Puppet shows -Radio shows, news -Plays -Silent movies -Act out more than one version for the same story -Famous events -Conversations with famous book characters -Act out biographical sketches -Conversations with famous fictional characters -Conversations with famous living persons
E. The student will analyze an observed dramatic activity.	I	Performance analysis	-Video tape or movie of play, skit, school program, etc., or a "live performance"

Grade 5

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics (Cont'd)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
F. The student will take part in role-playing activities.	E	Role-playing	-Switch roles in stereotype characters -Role-playing

Grade 5

Major Area Speaking/Listening Oral Skills

Skill Area IV Public Speaking

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will make a brief presentation to a small group of the class on a topic of the student's choice.		1. Delivery	(For categories 1 & 2:) -Read together in pairs or small groups -Give a demonstration speech -Talk about a book -Share original stories for ideas or proof reading -Develop science experiments -Discuss social studies projects -Explain how to construct an art object -Plan and act out dramatizations -Write and present original commercials -Interview parents, teachers, and students on a variety of subjects -Lead and take a cooperative part in a discussion
	E	a. Use appropriate body control and movement (good posture, etc.)	
	E	b. Use eye contact	
	R	c. Use appropriate vocal characteristics (speak clearly)	
	E	d. Understand and use correct articulation and pronunciation	
		2. Content in speaking	
	E	a. Express a complete thought orally	
	E	b. Speak clearly with exact and vivid language	
	R	c. Keep to the main idea	
B. The student will analyze a spoken presentation.	E	Recognize a successful oral presentation	-In order to develop a sense of what makes a successful oral presentation, students can discuss characteristics of a good speech. Their ideas can be listed on the board and used to develop a set of criteria for evaluating speeches. These criteria can be used by the students to evaluate various public speaking presentations. Pose question: To what extent do criteria vary according to the speaking situation?

Grade 6

Major Area Speaking/Listening Oral Skills

Skill Area I Conversation/Discussion

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will be able to take part in a conversation/discussion with another individual or small group of individuals, i.e., will speak and listen.		1. Informational listening	-Quiz students about announcements given over public address system -Listen to a speaker - quiz on main idea, chief supporting ideas, and conclusions -Read several quotes. Have students paraphrase one. Compare quotes for accuracy, completeness, and understanding
	R	a. Courteous listening	
	R	b. Attentive listening	
		2. Participation in speaking	
	R	a. Conversation	-Group discussion
		b. Accurate reporting	-Oral reports and/or announcements
	R	1) information	
	R	2) story telling	-Interview classmates, teachers, students, etc.
	R	3) sharing experiences	
	R	c. Discussion with purpose and logic	
	R	d. Expression of own attitudes, values and feelings	
		3. Delivery	
	R	a. Use appropriate gestures and movements	-Practice volume control with a partner. One person repeats a prepared statement. The other person controls the speaker's volume by raising or lowering a hand
	R	b. Use eye contact	
	R	c. Understand and use correct articulation and pronunciation	-Tongue twisters -Show the difference in meaning as you pause in sentences or by placing stress on different words within the sentence.

Grade 6

Major Area Speaking/Listening Oral Skills

Skill Area 1 Conversation/Discussion (Cont'd)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
		4. Content	-Tell a story -Describe someone or something -Demonstrate something -Bring an object from home. Tell a story about it.
	R	a. Express a complete thought	
	E	b. Speak with exact and vivid language	
	R	c. Keep to the main idea	
B. The student will be able to analyze an observed conversation	E	Recognize a successful conversation (see state objectives, page 28).	-Discuss what makes a good conversationalist

Grade 6

Major Area Speaking/Listening Oral Skills

Skill Area II Critical Listening Skills

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will listen for specific information.	E E	1. Identify main idea/summary 2. Listen for sequencing	-Teacher will read a paragraph. Students will listen without taking notes. The student will write the main idea and supporting details -Student reads selections and picks out main idea -Pick out lead stories or items in national, local, sports, or weather reports -Read a long narrative. Have students re-create the incidents in order
B. The student will listen for synthesizing of information	E E E E E E	1. Listen and draw conclusions 2. Make evaluations 3. Make generalizations 4. Make interpretations 5. Listen for relationships 6. Listen for purpose of presentation	-Read story and write conclusion to the story -Create a class story orally -Listen to selections whose purpose is to relay information, persuade or describe
C. The student will identify the difference between fact and fiction/opinion.	E E	1. Identify fact/fiction 2. Identify fact/opinion	-Read statements. Then determine whether they are fact, possible, probable, or impossible -Listen to commercials and differentiate between facts and opinions

Grade 6

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will participate, both verbally and non-verbally, in story-dramatization and characterizations.	E	Story dramatization	-Visual book reports -Make up skits -Switch roles in stereotype characters -Act out comics -Dramatize favorite part of a story -TV commercials -Puppet shows -Radio shows, news -Plays -Silent movies -Act out more than one version for the same story -Famous events -Conversations with famous book characters -Act out biographical sketches -Conversations with famous living persons -Conversations with famous fictional persons
B. The student will participate in improvisational activities that extend the imagination.	E	Improvisation	-Tell jokes -Recite riddles -Make up skits -"Simon says" -Be a robot to another's verbal commands -Telephone games -Pantomime single words, signs, song titles, etc. -Act out comics -Mirror partner without words -Role playing -Puppet shows -Plays -"Charades" -Conversations with famous fictional characters -Conversations with famous living persons

Grade 6

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics (Cont'd)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
C. The student will present a pantomine to the class or to a small group, describing an event, object, emotion, or person, without verbalizing	E	Pantomime	-Be a robot to another's verbal commands -Pantomime single words, signs, song titles, etc. -Act out comics -Dramatize favorite part of a story -Mirror partner without words -Role playing -Silent movies -"Charades"
D. The student will take part, either verbally or non-verbally in a performance of a class or group play, program, skit, etc.	E E	1. Performance 2. Staging	-"How to" demonstration -Choral speaking -Memorize poems -Visual book reports -Tongue twisters -Make up skits -Pantomime single words, signs, song titles, etc. -Act out comics -Dramatize favorite part of a story -TV commercials -Puppet shows -Radio shows, news -Play -Silent movies -Act out more than one version for the same story -Famous events -Conversations with famous book characters -Act out biographical sketches -Conversations with famous fictional characters -Conversations with famous living persons

Grade 6

Major Area Speaking/Listening Oral Skills

Skill Area III Creative Dramatics (Cont'd)

Code: I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
E. The student will analyze an observed dramatic activity.	E	Performance analysis	-Video tape or movie of play, skit, school program, etc., or a "live performance"
F. The student will take part in role-playing activities.	E	Role-playing	-Switch roles in stereotype characters -Role-playing

Grade 6

Major Area Speaking/Listening Oral Skills

Skill Area IV Public Speaking

Code:
I - Introduce
E - Emphasize
R - Reinforce

OBJECTIVE	CODE	SKILLS	SUGGESTED ACTIVITIES
A. The student will make a brief presentation to a small group or the class on a topic of the student's choice.	R	1. Delivery	-Practice volume control with a partner. One person repeats a prepared statement. The other person controls the speaker's volume by raising or lowering a hand -Tongue twisters -Show the difference in meaning as you pause in sentences or by placing stress on different words within the sentence
	R	a. Use appropriate body control and movement (good posture, etc.)	
	R	b. Use eye contact	
	R	c. Use appropriate vocal characteristics (speak clearly)	
	R	d. Understand and use correct articulation and pronunciation	
		2. Content in speaking	
	R	a. Express a complete thought orally	
	E	b. Speak clearly with exact and vivid language	
	R	c. Keep to the main idea	
B. The student will analyze a spoken presentation (see State objectives page 28 & 38)	E		-In order to develop a sense of what makes a successful oral presentation, students can discuss characteristics of a good speech. Their ideas can be listed on the board and used to develop a set of criteria for evaluating speeches. These criteria can be used by the students to evaluate various public speaking presentations. Pose question: To what extent do criteria vary according to the speaking situation?

PHILOSOPHY OF WRITING CURRICULUM

Writing is a response from an experience to an audience. As part of the total language process, it involves both the formulation of ideas and their accurate, expressive communication. Its development should be regarded as an on-going process, dependent on the writer's ability both to formulate and to communicate ideas. While both of these elements (creativity and mechanics) are essential to the total writing curriculum, their individual importance is relative to the grade level and writing level of the student.

Writing should be taught as a discipline in itself and also as an important part of other disciplines. The curriculum should include many opportunities to write (both formal and informal practice), exposure to good writing models (literature as well as the writing of students), and instruction in specific skill areas. Instruction in these skill areas should be commensurate with the writing level of the student and should consist of:

a) instruction - a teacher-directed, single purposed presentation of a skill or a literary quality

b) application - student demonstration (orally or in writing) of an understanding of the material/concepts presented

c) practice - opportunity for students to use this skill/idea in another context (at another time, in another discipline)

The instructional and application steps should deal with writing as a discipline in itself. The practice step should occur throughout the day as writing is integrated with the total elementary school curriculum.

It is recommended that a minimum of 4 hours/week be given to writing-related activities*. It is further recommended that approximately half of this time should be given to the practice of writing and approximately half of the time given to both instruction and application.

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*This could include such tasks as pre-writing discussions, motivational techniques, writing reports, skill group instruction, listening to stories, poetry, etc.

STUDENT PORTFOLIO GUIDELINES

To establish consistency between the K-12 instructional levels and within the K-6 instructional levels, the elementary writing curriculum specifies types of writing which should be systematically taught to students in that grade level group. This systematic teaching should include both exposure to representative literature samples and opportunities to write.

Specifying the types of writing does not restrict the writing experiences for a given grade level, but is intended to determine areas of priority or emphasis.

A portfolio of student work will be kept throughout the school year. By the end of the year, it should contain a sample of the child's best work in each of the areas (types of writing) specified for that grade level. Based on the teacher's discretion, the samples in the portfolio may include either impromptu or revised work. Each should be labeled with the child's name, the complete date and an "I" (impromptu) or "R" (revised--adult input given) and grade level.

The portfolio, with a record sheet attached to the front, will be kept in the classroom, accessible to both students and teacher. Throughout the year students and/or teachers may replace samples written that year with "better" ones, but should not revise or replace samples from previous years. At the end of the year, the papers from that grade level should be stapled together.

Early the following school year, it will be given to the child's new teacher, added to and passed on the the following teacher.

PORTFOLIO RECORD SHEET

Name ______________________________

Grade 1

TYPE OF WRITING	DATE FILED
1. Personal (notes, journals, letters)	____
2. Story Development (fairy tales adventure - with an emphasis on plot)	____
3. Persuasion (an expression of feelings)	____
4. Humor (tongue twisters etc.)	____
5. Reporting information (writing in content areas)	____
6. Poetry (couplets, free verse)	____

Grade 2

TYPE OF WRITING	DATE FILED
1. Personal (notes, journals, letters)	____
2. Story Development (fairy tales adventure - with an emphasis on plot)	____
3. Persuasion (an expression of feelings)	____
4. Humor (tongue twisters etc.)	____
5. Reporting information (writing in content areas)	____
6. Poetry (couplets, free verse)	____

Grade 3

TYPE OF WRITING	DATE FILED
1. Personal (notes, journals, letters)	____
2. Story Development (tall tales, mystery, adventure, science fiction - with an emphasis on setting)	____
3. Persuasion (advertisements etc.)	____
4. Humor (jokes, riddles etc.)	____
5. Reporting information (writing in content areas)	____
6. Poetry (cinquain, diamante, free verse)	____

Grade 4

TYPE OF WRITING	DATE FILED
1. Personal (notes, journals, letters)	____
2. Story Development (tall tales, mystery, adventure, science fiction - with an emphasis on setting)	____
3. Persuasion (advertisements etc.)	____
4. Humor (jokes, riddles etc.)	____
5. Reporting information (writing in content areas)	____
6. Poetry (cinquain, diamante, free verse)	____

Grade 5

TYPE OF WRITING	DATE FILED
1. Personal (notes, journals, letters)	____
2. Story Development (mystery, adventure, science fiction with an emphasis on characterization)	____
3. Persuasion (speeches, editorials, etc.)	____
4. Humor (cartooning etc.)	____
5. Reporting information (writing in content areas)	____
6. Poetry (limerick, haiku, free verse)	____

Grade 6

TYPE OF WRITING	DATE FILED
1. Personal (notes, journals, letters)	____
2. Story Development (mystery, adventure, science fiction with an emphasis on characterization)	____
3. Persuasion (speeches, editorials, etc.)	____
4. Humor (cartooning etc.)	____
5. Reporting information (writing in content areas)	____
6. Poetry (limerick, haiku, free verse)	____

Guidelines for Using the Flow Chart

The flow chart is intended as a diagnostic tool - providing both a progression of writing skills and a common vocabulary. It will serve as the basis for the spring evaluation and, advisably, as the basis for daily classroom teaching. As teachers become familiar with it, questions will arise, changes will have to be made. The following are several initial clarifications:

a) It is assumed that each level has achieved the characteristics of previous levels and all of the characteristics specified for that level.

b) Influence of handwriting: This is not an evaluation of the child's penmanship unless it interferes with communication (ex. garbles).

c) Please note that each grade level has an independent system for leveling writing proficiency. Numerical writing levels should not be compared between grade levels.

DEFINITIONS

M-unit (meaning unit)	A group of words in the writing of children which can be reconstructed by a qualified reader into a sentence in accordance with a judgment about the intention of the child.
Reconstruction	The supplying of an omitted word (or words), the deleting of an extraneous word (or words), the changing of a word, or the adding or modifying of a word ending.
Garble	A group of words (or a word) which cannot be interpreted by a qualified reader.
Tangle	A group of words that can be understood but are not expressed in grammatically acceptable order.
Qualified reader	An adult familiar with the writing of children of the age of the writer.
High quality spelling miscue	A misspelling that shows a knowledge of common letter patterns and contains good sound-to-symbol relationships.
Connective	A word or a group of words near the beginning of a sentence to express the relationship between ideas.

Common examples in children's writing:

so
but
soon
while
next
before
when
after that
at first
unknown to me
this time
the next day
at the same time
at that moment
as soon as I finished

Basic sentence pattern

A sentence expressed in the pattern

SUBJECT → VERB
SUBJECT → VERB → COMPLEMENT

Examples of basic sentence patterns:

Subject	Verb	Complement
The boy	shouted	
The tall boy	shouted loudly	
The tall boy in the yard	shouted loudly at the dog	
The boy	threw	the ball
The tall boy	suddenly threw	the new ball
The tall boy on our team	suddenly threw	the new ball over the fence

Nonbasic sentence pattern

A sentence expressed in any pattern other than a basic sentence or a sentence expressed in a basic sentence pattern with elements other than a noun phrase at the head of the sentence.

Examples of nonbasic sentence patterns:

A question

An exclamation

A sentence with a direct or indirect quotation

On the ground I found . . . .

Everywhere I looked I saw . . . .

Quietly I crawled . . . .

He is a person that . . . .

He is a person who . . . .

The pencil which . . . .

My mother, who . . . .

My school, which . . . .

The boy running along the street . . . .

A sentence using words like these as headwords for a subordinate clause:

as
as long as
as soon as
because
before
after
when
whenever
wherever
if
since
until

Creative use of words

Any use of words other than in expected syntactic or denotative context.

Examples:

A presto handworking machine . . .

You can have only one forget.

Billy fed his monster a bowl of batteries and a glass of wires.

Literary devices

Examples typical of the superior writing of children:

Repetition	the late, late, late, late, show . . .
Alliteration	a bowl of batteries; bump, bump, a sore rump; Cronster, the monster.
Onomatopoeia	Kersplot!
Personification	The snowflake said, "Hi, what's your name?"
Metaphor	The dog nosed her leg; the trees whispered; a crawling eye . . .
Simile	As tall as a ________ (no cliche).
Irony	I guess I'm too little to be an inventor.
Word plays	I wonder why I don't wonder more.

Style

A unique manner of expression so that the child may be identified as the writer by one familiar with his or her writing if the paper were to be read aloud by another person (no reference to handwriting, mechanics, or topic).

Examples of style in children's writing:

The scientist went over to the machine and pulled the plug. "And that's that," said the scientist with a smirk on his face.

The streets of the little Mexican town were full that windy Thursday.

Theme	A belief, idea, truth, or lesson indirectly expressed through the relating of an incident. Example: The biggest problems sometimes have the simplest solutions.
Playing with words or an idea	A manipulation of words, events, and possibilities to explore paradoxes, ironies, etc. Have you ever dreamed you were having a dream? Did you ever think you were the only person alive in the whole world? What if your dog isn't your dog at all but someone pretending to be your dog so he can learn all your secrets? I wish I wondered more. I wonder why I don't wonder more? Maybe it's because I'm always wondering why I wonder why I don't wonder.
High level miscues	Misspellings that closely resemble the correct spelling and/or indicate a proficient use of spelling patterns.
Basic Words - dolch words	(see list)
Effective use of paragraphing	Though several contemporary reading series do not use conventional paragraphing with indentation, in order to maintain consistency in the K-12 curriculum, "effective" will be evidenced by proper indentations.

LEVELS OF WRITING
GRADE 1

LEVEL 1	A developmental level in which no communication occurs. The writing produced does not contain an M-unit expressing the child's own ideas.
LEVEL 2	A developmental level in which the writing produced, though it may contain a number of garbles, does contain at least one M-unit expressing the child's own ideas.
LEVEL 3	A developmental level in which the writing contains at least two M-units and a movement of thought from one M-unit to another.
LEVEL 4	The writing meets the criteria for Level 3 and contains at least one of these characteristics: An explanation to help the reader understand the meaning or background of the writing. An expression of the child's own feelings.
LEVEL 5	Meets all criteria in Level 4 and shows exceptionally creative or imaginative thoughts.
LEVEL 6	Encompasses all criteria through Level 5 and demonstrates an awareness of the mechanics of writing (capitalization, punctuation, and spelling).

SUMMARY OF DIFFERENCES BETWEEN LEVELS
GRADE 2

Pre-writing -1 = M-unit present.

1-2 = M-units on the same subject at level 2.

2-3 = Little reconstruction with movement of thought present at level 3.

3-4 = Level 4 has a non-basic sentence pattern or a connective.

4-5 = Improved content material.

5-6 = Two elements of style characterize level 6.

LEVELS of

LEVEL 1

Does not contain an M-unit. (Transcribing a given title or story starter does not qualify as a M-unit).

LEVEL 2

A developmental level which contains one or more M-units.

-or-

Contains several M-units and several garbles.

LEVEL 3

A developmental level which contains 3 or more M-units on the same subject with a minimum of garbles.

LEVEL 4

Minimum of reconstruction required to interpret M-units.

At least 3 M-units dealing with the same subject.

Movement of thought from one M-unit to the next with a unifying idea.

WRITING GRADE 2

LEVEL 5

Level 3 criteria and

At least one M-unit expressed in a non-basic sentence pattern.

-or-

At least one connective.

LEVEL 6

Level 4 criteria and

Good content in some M-units and/or in the writing taken as a whole.

LEVEL 7

Level 5 criteria and at least two of these characteristics

Supporting detail (to help the reader understand the meaning or background of the writing).

A precise word choice.

Humor

An unexpected idea, event, or situation.

Creative language

Use of a literary device.

Recognition of thoughts, viewpoints, or feelings other than those of the writer.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
One or two M-units and no further attempt to write. -or- Several M-units and some garbles.	Writing all or almost all reconstructibles into M-units by transforming syntactic miscues and by supplying omitted words.	Most M-units reconstructible by supplying sentence boundaries.	M-units reconstructible by supplying sentence boundaries
Low quality spelling miscues.	Several M-units dealing with the same subject.	All or most M-units dealing with the same subject.	Evidence of main idea underlying and expressed in most M-units.
	A movement of thought from one M-unit to another.	Chronological or logical ordering of all or most M-units.	Chronological or logical ordering of all or most M-units
		Use of own ideas as the source of writing.	Use and development of own ideas as the source of writing.
			Good spelling of basic words and high quality spelling miscues.
			Word markers to express the relationship between ideas.
			Several M-units expressed in nonbasic patterns.

LEVELS OF WRITING GRADE 3

LEVEL 5	LEVEL 6	LEVEL 7
Most M-units expressed as sentences.	Level 5 criteria and at least two of these characteristics	Level 5 criteria and several of these characteristics
Evidence of a controlling idea and a clear purpose to guide the selection or omission of ideas.	An interpretation	An interpretation
Chronological or logical ordering of all or most M-units.	An expression of feelings	An expression of feelings
Use and development of own ideas as the source for writing.	Recognition of thoughts and feelings other than those of the writer.	Recognition of thoughts and feelings other than those of the writer.
Good spelling of basic words and high quality spelling miscues.	An attempt to engage the reader's interest.	An attempt to engage the reader's interest.
Word markers to express the relationship between ideas.	Emphasis	Emphasis
Several M-units expressed in non-basic patterns.	An unexpected idea, event, viewpoint or situation.	An unexpected idea, event, viewpoint or situation.
Use of details: accurate word choices.	A good beginning	A good beginning
	A good ending	A good ending
	Wit	Wit
	Use of nonliteral language.	Use of nonliteral language.
	Use of a literary device.	Use of a literary device.
		Frequent use of the full range of the available word power, vitality and variety of expression used in oral language.
		Frequent use of color and vitality (beyond factual description, narration or explanation).
		Evidence of the awareness of paragraphing.

SUMMARY OF DIFFERENCES BETWEEN LEVELS
GRADE 3

1 - 2 The level 2 paper can be understood and sticks to the subject most of the time.

2 - 3 Most of the M-units in a level 3 paper can be made into sentences by supplying a period and a capital while the 2 papers require other kinds of transformations. The subject is also developed better.

3 - 4 A level 4 paper has more content.

4 - 5 In the level 5 paper most of the M-units are expressed as sentences and there is evidence of a main idea beyond just sticking to the subject.

5 - 6 The level 6 paper contains at least two of the outstanding characteristics associated with superior or very creative writing.

6 - 7 The distinguishing characteristic of a level 7 paper is the consistency, frequency, and quality of superior characteristics while a level 6 paper may have only a few signs of excellence.

SUMMARY OF DIFFERENCES BETWEEN LEVELS
GRADE 4

1 - 2 The Level 2 paper can be understood and sticks to the subject most of the time.

2 - 3 Most of the M-units in a Level 3 paper can be made into sentences by supplying a period and a capital while the 2 papers require other kinds of transformations. The subject is also developed better.

3 - 4 In a Level 4 paper most of the M-units are expressed as sentences, and the content is more complete.

4 - 5 A Level 5 paper has a main idea, better sentence structure, supporting details, and some interpretation.

5 - 6 The Level 6 paper contains at least two of the outstanding characteristics associated with superior or very creative writing.

6 - 7 A Level 7 paper should show several samples of literary style in developing an original idea or theme.

LEVELS OF WRITING

GRADE 4

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
1 or more M-units that need reconstruction.	M-units reconstructible by supplying sentence boundaries and transforming inflectional miscues.	Some M-units expressed as sentences.	Most M-units expressed as sentences.
Is understandable only by transforming syntactic miscues and punctuation miscues and by supplying omitted words.	Poor spelling of basic words and low quality spelling miscues.	Fair spelling of basic words.	Almost all M-units adhere to the subject.
Poor spelling of basic words and low quality spelling miscues.	Awareness of story structure and sequence, but may rely on retelling a borrowed story.	Use of own ideas as the source for writing.	Good spelling of basic words and high quality spelling miscues.
May be some garbles.	No garbles	A sense of starting somewhere, evidence of progression and an attempted conclusion.	Use and development of own ideas as the source for writing.
			A sense of starting somewhere, evidence of progression, and an attempted conclusion.
			Chronological or logical ordering of almost all M-units.

*Evidence of awareness of paragraphing means at least two proper indentations on the paper.

**Effective use of paragraphing means that the majority of the paper contains proper paragraphing.

LEVEL 5	LEVEL 6	LEVEL 7
Most M-units expressed as sentences.	Level 5 characteristics and at least two of these...	Level 5 characteristics and several of these...
All M-units adhere to the subject.	Originality of situation, event or viewpoint.	Originality of situation, event or viewpoint.
Good spelling of basic words and high quality spelling miscues.	An effective beginning.	An effective beginning.
Use and development of own ideas as the source for writing.	An effective ending.	An effective ending.
Evidence of a controlling idea or theme.	An attempt to engage the reader's interest.	An attempt to engage the reader's interest.
Use of supporting detail.	Wit	Wit
Interpretation or expression of feelings.	Emphasis	Emphasis
Connectives used to express the relationship between ideas.	Compactness	Compactness
Several M-units expressed in non-basic sentence patterns.	Use of a literary device.	Use of a literary device.
	A creative use of words.	A creative use of words.
	Appropriate and natural use of advanced word power.	Appropriate and natural use of advanced word power.
		An emergence of style.
	* Evidence of the awareness of paragraphing.	** Effective use of paragraphing.

LEVELS OF

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
At least two M-units.	Three or more M-units.	Most M-units expressed as complete thoughts, some as complete sentences.	Most M-units expressed as complete sentences with adequate punctuation.
Low quality spelling miscues, basic word misspelled.	Adequate spelling of basic words.	High quality miscues on non-basic words.	Good spelling of basic words, high quality miscues on non-basic words.
May contain several tangles and/or garbles.	Tangles but no more than one garble.	Tangles but no garbles.	Use of details and/or description to develop at least one idea.
	Evidence of an awareness of (attempt at) story sequence.	Evidence of a main idea, the M-units are related but may not be in a logical sequence.	Sense of starting somewhere and going somewhere with an identifiable organization.
			Use of several non-basic sentence patterns (based on the arrangement of words or the use of connectives).

*Some of the Elements of Style

--wit

--emphasis

--precise word choice

--compactness

--expression of feelings

--an inviting beginning

--use of a literary device

--interpretation in a way that reflects a system of values.

--attempt to maintain the reader's interest.

--playing with words or ideas

--effective use of repetition

WRITING GRADE 5

LEVEL 5	LEVEL 6	LEVEL 7
Evidence of an awareness of paragraphing	Effective use of paragraphing	Effective use of paragraphing
Good spelling of basic words, high quality miscues on non-basic words.	Good spelling of basic words, high quality miscues on non-basic words.	Good spelling of basic words, high quality miscues on non-basic words.
Evidence of a main idea controlling the selection and use of supporting details.	Frequent use of descriptive words or phrases.	Appropriate and natural use of advanced word power.
Sense of starting and going somewhere with an adequate conclusion.	An effective beginning and an ending that stands out for its originality or its impact.	An effective beginning and an ending that stands out for its originality or its impact.
Contains at least one of the following: a) an expression of feelings b) good informational content in some sentences c) individual interpretation	Originality of situation, event, or viewpoint.	A sophisticated informational level (may convey information or a point of view that is outside the writer's direct experiential background).
Effective use of at least one (other) element of style.	A distinctive personal style which employs at least 2 stylistic elements.	A distinctive personal style which employs at least 2 stylistic elements.
	Effective use of non-basic sentence patterns.	Effective use of non-basic sentence patterns.

SUMMARY OF DIFFERENCES BETWEEN LEVELS
GRADE 5

1 - 2 Level 2 has more M-units, better spelling of dolch words and no more than one garble.

2 - 3 Level 3 requires little reconstruction for understanding the writer's intent. The M-units are expressed as complete thoughts and are related to the main idea. Spelling does not interfere with communication. There are no garbles.

3 - 4 Level 4 has adequate punctuation; the beginnings of both story development and style.*

4 - 5 Level 5 has an adequate conclusion and the effective use of at least one element of style.*

5 - 6 Level 6 is characterized by its originality, style and use of paragraphing.

6 - 7 Level 7 is characterized by its sophistication and its consistent/frequent use of stylistic elements

*See flow chart

SUMMARY OF DIFFERENCES BETWEEN LEVELS
GRADE 6

1 - 2 The Level 2 paper has at least some sentences, few or no missing words and wrong words, and no more than one garble.

2 - 3 The Level 3 paper does not have more than a few words with missing word endings, the punctuation does not interfere with communication, and the content is more complete.

3 - 4 In the Level 4 paper most of the basic sentence patterns are expressed as sentences, and the sentence structure is better.

4 - 5 The Level 5 paper has consistent, varied sentence structure with some interpretation.

5 - 6 The Level 6 paper contains embedded sentences and some of the outstanding characteristics associated with superior or very creative writing.

6 - 7 The Level 7 paper has style, a theme, or is characterized by the consistency, frequency, and quality of outstanding characteristics while a Level 6 paper will have fewer signs of excellence.

LEVELS OF WRITING GRADE 6

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Writing reconstructible into M-units by supplying omitted words, by replacing wrong words and by adding word endings.	Most writing reconstructible into M-units by supplying word endings, periods and/or capital letters.	Most writing reconstructible into M-units by supplying periods and capital letters.	Most basic sentence patterns expressed in sentences.
Most M-units not indicated by a capital letter and a period.	Some M-units expressed as sentences.	Punctuation does not interfere with communication.	Evidence of an awareness of paragraphing.
Tangles and garbles. -or- Only a few M-units and no further attempt to write.	Tangles but no more than one garble.	Tangles but no garbles.	Correct spelling of basic words, high quality miscues.
		After a possible false start and early rambling most of the M-units stick to the subject.	All M-units stick to the subject.
		Logical ordering of all or almost all M-units.	Logical ordering of all or almost all M-units.
		Use of own ideas as the source of writing rather than the obvious retelling of a borrowed story.	Use of own ideas as the source of writing rather than the obvious retelling of a borrowed story.
			Good content in the writing taken as a whole.
			Some use of supporting details.
			Use of several non-basic sentence patterns.
			Correct use of some connectives.

LEVEL 5	LEVEL 6	LEVEL 7
Most basic sentence patterns expressed in sentences.	All of the characteristics of level 5 plus these:	All of the characteristics of level 6 and at least one of these:
Effective use of paragraphing.	Some minor ideas embedded in sentences rather than expressed as separate sentences.	Consistent use of the full range of word power, vitality and variety of expression.
Correct spelling of basic words, high quality miscues.	Character remains consistent (I, he, you, a man, etc.)	Development of a theme*
Evidence of a main idea controlling the selection of details.	In addition, at least one of these characteristics:	Playing with words or ideas*
Logical ordering of all or almost all M-units.	Originality of situation, event or viewpoint.	
Use of own ideas as the source of writing rather than the obvious retelling of a borrowed story.	An effective beginning	
Good content in the writing taken as a whole.	An effective ending.	
Precise word choice (some advanced vocabulary).	An attempt to maintain the reader's interest.	
Regular use of non-basic sentence patterns.	Wit	
Correct, consistent and varied use of connectives.	Emphasis	
	Compactness	
	Use of a literary device*	
	Appropriate and natural use of advanced vocabulary.	

IfI I Were brid

IfI Were a brid fice in the aie and eta con can drick wter and The vta, brids.

1st grade - level 1

My favoite day
Is cartoo's day.
I go to tracey. it is
fun. we go to the
soo. I go to my
home they are going
to the zoo.

1st grade - level 2

Adventures in a Haunted House

the one Day I Waet to
a Haunted House
and big bat Got me and
Thet was The nad to.
MG

1st grade - level 3

Advenlurer in a Haunted House ⑭
one day I wiet in a too a Haunted House. I was Scard. I Fond two Gosts and four Bats I was so scord I tumpt of The Window! I never com Bak to that Hose.

1st grade - level 4

Adventures in a Haunted House
One day I saw a strange
house. Then I went in the house
It looked like a haunted house
I wanted to go home but
the door slamed shut. And I
was schaerd I tride to open it
but it was locked. I looked for
another way out but there
wasn't any other way out then
I thought I hurd a knock on
the door and I did. Then I
found a window I looked
outside. I saw my mom! I was
glad. Then she found a rock
mom throw it thrw the window.
And it broke! I was so happy
to see my mom and I told
her all about my
adventures in a haunted house.
The End

1st grade - level 4

My Favorite Thing to
eat. I Love to eat in
my bed chicare
fl'd with gape jelle.
in I My fi

2nd grade - level 1

A Special Day.
One day I was in a
soccer game. We won
four to one. We shock
hands and Droey said
to a fat kid nice game
fatso. Then everybody
lauched. Them I went
home. I Went to Pete's
We played Little
army men. We had a
river. The river was going
to a lake. The dam broack.
And the water lecked.
the. end. Kurt.

2nd grade - level 2

If I Were Good
I would run this the puppi and
I would play this the turtle and
I would play this me to then
I go to bed.

2nd grade - level 2

My Favorite Sport

A sport my favorite is soccer. It has a lot of exercise like running. The things you need are: cleers, shin-gards and a uniform. The best soccer player I know is Pele. The only person in soccer that can use hands is the goaly. The Pine Lake Panthers soccer team has never been defeated once ever.

2nd grade - level 3

A Special Day

One day I went to my frends-house. I was so happy that day because the next day was my birthday. I couldn't wate. then I had to go home. It was bed time. I couldn't sleep. It was the next day. at 2:00 I hade my party. we had cake and ice cream at first we played games then we had cake and ice cream when I wished I wished that I would have a party every day. And it caine true. The End

2nd grade - level 4

Adventures in a Haunted House

One day I was taking a walk a I got lost in a dezirted little town. It was starting to get dark so I looked for a hotel. Then I saw one. It was a big spooky one. It was the only one. So thats where I slept that night. The hotel had spooky things on the wall. At midnight a sound woke me up. I went over to the window and looked out into the backyard not knowing it realy was a grave yard then I saw one of the graves move then a monster came out and I ran intell I got out of that place. The end.

2nd grade - level 5 (original copies not available)

Adventures in a Haunted House

One day Belinda and I were walking down the street and we came to this old torn down house and Blind(as I called her for short) said lets see if anyone lives there. I said "no!" you know how much dad hates us to do that. Scardy cat I am not a scardy cat! then come on, well o.k..

When we came to the house I got scard and I told Blind to open it. She coulden't. Then a wicked voics said, "come in," we stood there for a minut and the voise said well don't just stand there come in! we started to run but somthing pulled us in we fell!

I screned and Blind scrend and the voise said cut the noise Blind and I said at the same time, "who said that!" the voise said I did and a sceletan swooped down and picked my up and left Blind. My mouth was coverd, and the next thing I knew I was tied to a chair and Blind was cuting the rope. she finished cuting and we got oout of the house and ran. Just then I wake up. It was a dream! I told Blind and laghed!

2nd grade - level 6
(original copies not
available)

a Dream Come true
lunching a madel Rocker over the clobs make it Goin---
Or.Bit. and a raider Putting in the news. land on a ...
Spam stechon and the space mensetting my Rocker. But I Put
my name on it. and it was fetered for me. part 2.
wen I got my rocker Back I took a magnofingless
I sow SPACE Dust All over my rocker I
took it to the sincesenrer they sid it was
SPAce Dust. that a Dream Cone
true.

The end

3rd grade - level 1

A Special Day
Once upon a time
Their was a girl named Lisa.
On May the 3, 1970 Lisa had a special day.
Because it was her Birthday. It was 9:00 she wod up.
She was sriprised when she got down stairs.
Because she forgot it was her birthday an all
the shade were down, lights were off. an
everybodys hiding. Lisa put on the frist light
on. a'n then. SRIPERISE-E-E-E-E-E
and all her friends were there, aunts,
Uncles, Grandmas, grandpa, and hosiaunts
Lisa had adout fifty presnets, an two.

Time 30 min

3rd grade - level 2

Adventures in a Haunted House. Grade 3 [illegible]

Once opon a time there was a little girl she loved to explore. One day while She was walking home from School She saw the old broken down house. So she went through the gate and went in the broken down door. She went upstairs and she went in a room to explore and when She was all done exploreing she went home. In the midle of the night she got dressed. She went out the window and went to the Haunted house. She went in she was exploreing the rocking chair when all of a suddlen, a figure appered and it got nearer and nearer and even nearer She was so Scared She did not move a musel. The figure turned out to be a very evil witch. She was so mad that the little girl came here She Called her friends the ghost and the mummy and the goul and Some others. The little girl was so frightend she ran home crying and you know what that was only her mom and dad and 2 brothers and 3 sisters

the End

3rd grade - level 3

Adventures in a Haunted House

One dreary day I was playing around this old mantion. So I desided to explore it. When I got in it. It was dark and spooky. I could not see where I was going. I steped in some quicksand and started sinking I pulled on to some vines and barly got out There was this tunnel like thing and Whent throw it. There was a funnel. I started go the other way. I spun down into it. When I got down there. It was realy spooky there was frankenstien, dracula, Ware wolf, the Joker, and of corse chewy. But then I saw a door and opened it up and there was mama. from there on I knew I was safe

The End

3rd grade - level 4

If I Were a Doctor

If I were a Doctor I'd be known all over the world. I'd be the best Surgeon. I'd be on Television. Children would want to go to me and Mothers because I'm kind, gentle, and inexpesive. I'd delive baby's, and just do everything

3rd grade - level 5

3rd grade -
level 6

Adventures in a Haunted House

One day me and my friend went to the old haunted house down the road. My dad was there too and it was in the middle of a [illegible] so we had to go in. There wasn't any gate so we climbed the fence (my dad had trouble climbing it). The doors were locked so we had to go through a window on the top only it was hard to do and I got stuck halfway through my friend pulled me in. It was dark and dusty and cobwebby, since there were not any lights it was pitch black. Whooooooooh something screamed. My friend did it, to make me scared. Suddenly there was an [illegible] as fast I could [illegible] what it was. "Get me out of this stringy thing" my friend said. Then I knew what happened he jumped up so high when he heard the noise he jumped into a web! Soon we came to a staircase and whoops here we go I'm falling downstairs.

THE END

Adventures in a Haunted House

One night I woke up with a startled look on my face. I heard a very deep voice drawing me out of my house. It was kind of like being hypnotized. The voice pulled me through the garden and I couldn't stop to eat anything. I walked and walked for miles and miles until I was inside a haunted house. Just then a ghost flew in front of me. Never have I seen anything as ugly as he. He had black eyes, white body and snakes grew on his head.

3rd grade - level 7

After that encounter with the ghost, I felt very sleepy so I found a musty, dusty couch and went into my dreamland. When I woke up tons of eyes were looking down at me. All of suden R-R-R-Ring!!! Oh darn the alarm went off and I was having the best nightmare! of all!!!!

THE
E
N
D

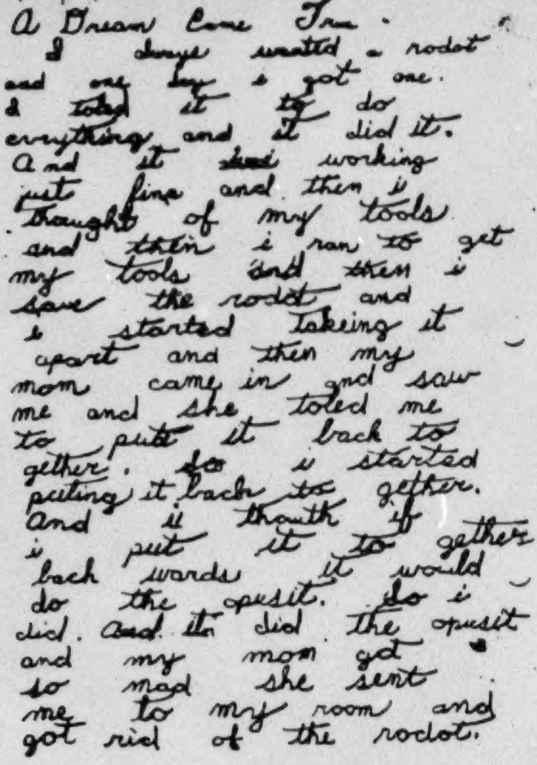
4th grade - level 1

If I Were a soliedee

The story begain when I was three years old. I liked to play with toy soliederes. when was 17 I became a soliedee I had to go though traning schol I shot down a remacean-troil air plain with a mashingun. In wold war II I used a tank I capure twenty men parashoted out of an airplain. I being cabeerd when my body shot the enamy soliedo in the back. we got the boluchs and saved amarica

The End

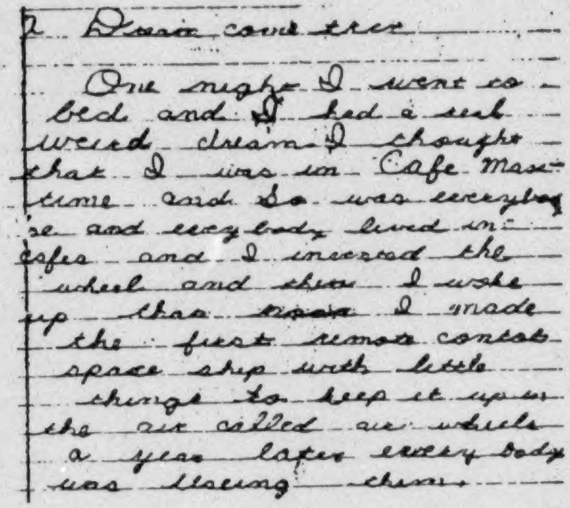
4th grade - level 2



A Dream Come Tru.

I always wanted a rodot and one day i got one. I told it to do everything and it did it. And it [illegible] working just fine and then i thought of my tools and then i ran to get my tools and then i save the rodot and i started takeing it apart and then my mom came in and saw me and she toled me to putt it back to gether. so i started puting it back to gether. And i thouth if i put it to gether back wards it would do the opusit. So i did. And it did the opusit and my mom got so mad she sent me to my room and got rid of the rodot.

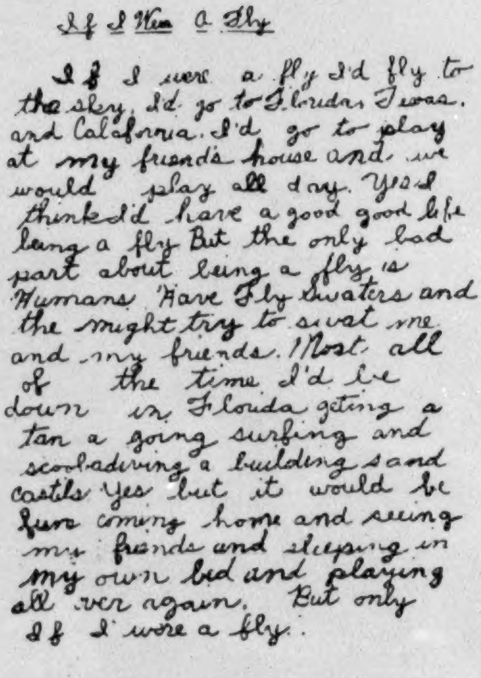
4th grade - level 3



a Dream come trer

One night I went to bed and I had a real weird dream I thought that I was in Cafe Man-time and So was everybody se and evry body lived in cafes and I invented the wheel and then I woke up than [illegible] I made the first remote contol space ship with little things to keep it up in the air called air wheels a year later every body was useing them.

4th grade - level 4



If I Were A Fly

If I were a fly I'd fly to the sky, I'd go to Florida, Texas. and California. I'd go to play at my friend's house and we would play all day. Yes I thinkd I'd have a good good life being a fly But the only bad part about being a fly is Humans Have Fly Swaters and the might try to swat me and my friends. Most all of the time I'd be down in Florida geting a tan a going surfing and scoobadiving a building sand castls Yes but it would be fun coming home and seeing my friends and sleeping in my own bed and playing all ver again. But only If I were a fly.

THE END! 114

Adventures in a Haunted House

4th grade - level 5

I'm ten years old and I am walking home from school with my sister who is six. It's a cloudy day and I think it's going to rain soon. It usually takes us fifteen minutes to walk home and my parents told me not to wander around after school. On the way home I saw a creepy looking house I never saw before "It's like magic" I thought. I wonder how that house got there. I asked my sister who was getting pretty scared by now if she wanted to go in the house. She said no, just like I figured and I had to talk her in to it. When she finally said yes we went up to the big door I knocked two times and I waited for five minutes. "No ones home" my sister said. "I'm going to go in and take a look around. My sister and I went in quietly. From the outside it looked like a pretty house and from the inside it looked nice. We started to go on and when we got further in the house a skelliton poped up in front of us. I was ten so I didn't beleive in ghosts or skellitons. But my sister did. I told my sister it's probaly just a sculpture in the hall, don't worry. I shoved the skelliton aside and said "Get out of my way". We moved on. In about three minutes a chair picked us up from the ground." I SCREAMED, my parents warned me about wandering after SCHOOL!

Adventures in a Haunted House

4th grade - level 6

One lovely spring day in 1978, I was walking down Oak Lane when all of a sudden a man in a ski mask jumped out from behind the old Hill Mansion and jumped on me. I yelled, but no one was around so no one could save me. Meanwhile the man in the ski mask dragged me up the steps and into the old Hill Mansion. He dragged me into the basement and locked the door. Luckily the only window in the basement was open so I climbed on some boxes near the window. It was one box to short! So I jumped and caught the window ledge and squesed out. Then I ran home and I never went on Oak Lane near the old Hill Mansion again!

The End

"A Dream Come True

It was that summer afternoon when Sue, Connie, & Larry were playing badmitten when the birdie was hit into the street. Sue yelled to Larry that she would get it since she hit it in to the street. When she was in the middle of the street Larry yelled "Sue wotch out for the..." but his voice trailed off in the loud screech of the brakes of the car. Next thing he new the car had turned around and left. Larry ran into the street "Connie" Larry shouted get Mrs. Benson and hurry." About 15 minute later Connie, Mrs. Benson and the police were at the ~~seen~~. The ploice man asked him what happened Larry said "A 1976 Oldsmibeel came zooming around that curve"...

"Did you get the licence plate" said the ploice man.

"No" said Larry

"I did" said Connie it was H14-111"

"Thanks" said the ploice man.

Just then and ambulance came.

When Sue was at the [illegible] the doctor came up to Mrs. Benson and said "She will be fine" but she wont be able to walk her legs were crushed by the tires of the car".

"Well its better than being killed" said Mrs. Benson

After ~~she~~ Sue was home she said to her mother "I feel like a fool in a wheel chair" so

"Well your not" said Mrs. Benson,

It had ~~been~~ a month since the accident and school was about to start.

So ~~sadly~~ Monday morning Sue was about to call her mom but insted she desited to try and walk. She stood up and walk around slowly "~~Mom~~ she called I can walk!"

"What" called Mrs Benson Sue my baby you can the Lord has ansered my prays" she said with tears streaming down her cheeks "and Im so glad!

4th grade - level 6

My Adventure: In A Haunted House

I am a secret agent who is 19 years old. My partner is a girl ten years of age. My code number is A-117 and hers is D-827. I work for my college and she works after school.

One day our boss called us and said, "A-117 and D-827, this is J-007. I want you to go to a haunted house in Detroit and find out as much as you can about it. Goodbye and good luck." Well, we got mad because we had tickets to a baseball game. But we had to go.

The next day we went to Detroit. We found the haunted house and went in. All of a sudden, the floor collapsed underneath us. We found ourselves in an old torture chamber. We looked for a way out and found one. We took a skeleton and made his bones into a ladder. We broke a hole in the ceiling and when we stepped out a vampire was standing in front of us. We took some garlic out of our pockets and showed it to him. He keeled over backwards. We went upstairs and found a beautiful ballroom. In the next room there was a live tiger who pounced on us. We couldn't get loose. A ghost came and put ropes around our necks, hands, bodies, and feet. Then he tied us to poles. He gave us to this witch. She threw us into her brew. I wound up in a cemetary in the basement. I climbed all the way up and started looking for D-827. I found her in an oven. She was burning up. I got her out just in time. We tried to get out but the same ghost who got us before tied us to an upside down board; head down. That trap was easy to get out of. We finally got out of the haunted house and gave the information to J-007. He was very pleased. He said, "Now, go back inside and take pictures. We thought we would fall backwards

4th grade - level 7

My Favorite Rock goup is KISS

KISS is my Favorite Rock goup I liked the last counsoud at Alimpa in Detiort Michigan.

The lights flash the ansher said "You ask for the best and you got it, the hotest band in the world KISS!!!"

Gean Simmins comes out in a leap, Pete Criss and Ace Frely Come out second, Paul Stenley Come sisey Detriot Rock City!

I was realy cool It was vary good.

5th grade - level 1

If i were a fish

If i were a fish. I would swim in a lake. I would swim down far as far down as I could swim.

I would chase other fish. I would swim in schols and see my friends. I would tease my fish. I would eat other fish.

Then when my mother died my papa comitted sueiside and got caught by a shark.

The End

5th grade - level 2

Adventure in a Haunted House

Sunday May 2nd, 1856 7:30 p.m.
At the old house at Maple and Woodward, four people got killed. None of the city people woudle go by the old house. but two people just had to see what was back there.

Friday June 10th, 1858 11:05 AM
The men of boom bam where knocking down the house, when suddenly one of the men said "Bob, Sam"! thay both ran as fast as there legs could take them, "What"! they both said. "I saw a "bo-a-bo," "what" "a body!" "a "body" Sam said "Yes".

Monday July 2nd, 1858 9:30 P.M
The new shopping center opened. and Haunted the shopping center. I the shopping center the floor in the sports shop sunk in and Hudsons so they knocked it down.

5th grade - level 3

My Favorite time of Year

My favorite time of year is in July. My family and I spend July at our cottage on Lake Skegemog near Traverse City Michigan. My grandpa, cousins, aunt, and uncle stay there in the summer with us. We water ski and swim almost every day. We play tennis a lot and also be lazy in the sun. In July you have no school and you do what you want to do. It's also fun to play in the woods surrounding our cottage. Of all the things to do in July probably the best is to think that I still have another month of summer.

5th grade - level 4

5th grade - level 5

Adventures In A Haunted House

One day I was walking home with my friend Bernadette. Bernadette and I passed by an old house. I wanted to go in it but Bernadette said "Didn't you hear about the old witch Macoy" I said "No" and Bernadette said she moved in to brew up' something to make her husband like her!! I said "that makes me want to go in!"

So we went in. When we got in, the ouse was filthy and all made up with crystal balls and witch things. We started to go up the stairs and we heard someone crying. When we were at the top the crying was louder. We looked in the first room, nothing. We looked in the second room, nothing. We looked in the third room, something! There was the old witch. I ran out but Bernadette stayed in, I went back to get her, and she was comforting the witch.

I said "What are you doing" and Bernadette said "Be quiet she's sad because nobody likes her!" I said "Why" and Bernadette said "Because her house is ugly and there's no flowers and the grass isn't cut." so I said "We can do it Bernadette and I!"

After two days the house was finished and so were we. We were very very tired.

And from then on everyone in the neighborhood liked ol' Witch Macoy.

She lived happily ever after

The
End

5th grade - level 6

If I Were a Cloud

If I were a cloud, I would float in the air and whach life happening all around me. I could see many a country, too I could be a game for kids. They could try to figure out what shape I rescemble.

→If I were a cloud, I'm afraid to say I might get scared, all alone up there at night. But again, if I were a cloud, floating to different countryes, I could go to one country where it was day time, and then when it turned dark there, I would go to another country where it was day time. I could do this continuously.

If I were a cloud I could race with the jets, and the birds, and even with the wind. if he would be so kind as to give me a little push.

But if I were a cloud, I couldn't talk with my friends, or ride my bike, or even play baseball. Being a cloud would be nice, but being me, is nicer.

5th grade - level 7

Adventures in a Haunted House

Last week, when we first moved here, Sandi and I noticed the tiny boarded up fisherman's cottage. It sat on a pier extending into the ocean. There was nothing special about it, but Sandi saw the fishing nets moved from the porch to the dock. I told her that was silly. But she insisted they used to be on the porch. Dad said that no one has lived there for 20 years, but Sandi is very stubborn.

She suggested that we go see.

"You are really strange, Sandi Glipe," I said, but I agreed to go along.

At the pier, we saw the fishnet lying in a heap on the dock.

"That doesn't prove it moved by itself, you know," I said.

"Well, we'll keep a close watch here and come back later, and you'll be surprised," Sandi said mysteriously. She sometimes says she has esp.

Together we peered out her bedroom window at the old cottage. A light breeze blew the net into the water. We scurried over to retrieve it.

On our arrival, the net was pulled out of the water by an invisible force. It plopped on the dock and we were soon aware of another person's presence. It had rasping unsteady breath. There was a splash as the invisible thing dove into the water.

Suddenly, the dock rose like a draw-bridge and we tumbled backwards, straight at the house. The door squeaked open and in we went.

I sat up and gazed around me. It wasn't a fisherman's cottage at all, but a huge old mansion. We saw carpeted winding steps leading up to a second story. There had been no second floor on the outside. There were plush chairs and fancy furniture. Then the noises started. Softly at first, then louder. Eyes of paintings focused on us.

A shadow appeared in the hallway. The figure closed in on us.

Snap! The floorboard broke and we landed under a tree in backyard, safe at home.

6th grade - level 1

My favourate sport is... Bycycling. I like it because it feels good to ride on it, and you can go to places. you can carry stuff on it its also good for your Body Because is Just like Excercising.

It lights up your body that is like if you do it everyday and do other Excercises.

Bikes have high speeds too you can get a 3 speed or a 10 speed Bike and you can Fix your own light at Front of your Bike or you could have reflecters one on each wheel one at the Back and one at the front.

You could deliver papers if you were a boy.

you could do many other things like taking one more person on your bike that is if you can balance it.

you could do tricks on it like a whole bunch of people may stand on the bike and on should ride it thell hold the bike in one hand and stretch the other.

if you become a good rider you may do some other tric in the circus.

or you may Join a race and come first and get a Medal

Try doing this

The end

6th grade - level 2

A Special Day.

Once upon a time, there was a special day. and on that day there was 4 very importend things about that day. like 1. it was my Birthday 2. we where getting our pitures taken. 3. our class went to East Hills and 4. my borthers took me to see a movie it was called F.M. I think I like the movie the best well maybe not but it sure seemed like it was.

When I got home my mom and dad where plaaning a big suprice party. I got alot of thing that I would had never have dreamed on like a t.v. a stario and some clothes and a watch.

Then when we went to East Hills thay had my favoriti food for lunch mocarrie and cheese a salid a brownie and some ice cream I really liked the lunch.

And we got our picture taken and I think it was one of my best pictures in the world.

Well that was the End of my Special Day.

My Favorite Kitten

I am Sue Sale, I love cats! Yesterday our cat had kittens. Our cats name is Chingaling. Chingaling had 3 kittens. One was a Calico kitten 2 others were Tigers, one was peach and then there was a black one, my favorite! I supose i liked them all but still I love the black one the best! He seemed to be more peppy then the other kittens. My brother, Kurt who knew I was attached to the black one told me that I would never want to give him away like we had planed to. I also knew that day would come soon too, but my brain would figure it out. I disided to play with the kitten all I could until that day came. The next day when I got up I went downstairs to see where the kitten was but when I got downstairs to my surpris I couldn't find my kitten. Then I remembered where he was. I took him I my bed for the night so nobody would steal him. I ran upstairs to find my kitten. I found him all tangled up in my blanket at the bottom of my bed.

6th grade level 3

That after noon my dad put a add in the paper it read: Free kittens call 642-8352. I knew I had to start thinking, people keped calling about the kittens. I was going to con my friend Carrie to get one of my kittens she also liked the idea so she asked her mother who said she could have one but she didn't want the black one so I had to find somone that I knew that wanted a black kitten. If nobody wanted my kitten I would throw a tantrum and my mom can't stand my tantrums and she would for sure let me have him. But some one came to my house and asked if we had any black cats and after seeing him she desided to take my kitten! Oh, no!

A Dream Come True

I haven't got the slightest idea what I want my life to be like I don't know whether I want to be rich, poor, or in the middle. I don't know if I want 2 kids 20, or 100 kids I haven't got the slightest idea how that part of my life will turn out, but there is one thing I want. One dream I want to come true and that is, I don't want to be a nobody! I don't want to be average! I want to be somebody important. Oh, nothing like a famous priest or somone who was like Annie Oakly or a famous singer or dancer. I want to be somone that is needed. I have a dream and boy is it a big one this is my dream. I want to be a pilot. I've always loved being up in the air it makes me feel free and peaceful, and most I'm

6th grade level 3

sure ~~you~~ you're saying is that all. That is a small thing to ask for. Well you know what I say to that? I'm not done! I have a choice between two hobbies. the first one is, deep sea diving. I love fish there are so many different kinds from cod-fish to shark. My second choice would be writing poems it gives me a chance to put down my feelings, my emotions. So now you know my dream, now you know what lies at the foot of my rainbow.

Adventures In A Haunted House

Once when my friend Amy and I were walking down a back street near the school, we saw an old house. The house looked haunted and spooky. Amy wanted to explore the house, even though she was scared. We decided to go in.

We walked up to the house, but when we got on the porch the door screeched open. Amy and I were scared. Still, we wanted to go in. We walked in and looked at the old dusty furniture. Then all of a sudden there was a big boom coming from upstairs! We jumped, but ran up the stairs. There was nothing there.

After we explored the upstairs, Amy and I went back down. To our surprise there was a fire in the fireplace in the room to our right! We knew it wasn't there when we came. After looking around to see if we could find some sign of a person being there, we went downstairs to the basement.

Even though we didn't find a single sign of a person on the main floor or the upstairs, we still wanted to search the basement. After at least an hour of searching through junk, we couldn't find a single clue.

When we tried to open the basement door, we found it was locked! We tried for half an hour to unlock it, and we did. Amy and I were really getting scared. We decided to leave. We ran up all of the thirteen steps, and ran out the door. One thing we knew, was that we were never going back to that spooky old house.

6th grade - level 4

Adventures in a Haunted House

On October 31, my girlfriend and I decided to go in a haunted house called your Last Day on Earth.

We left at 8:00 o'clock and turned down 22nd Avenue. We kept walking until we passed Bradfeld High School. We turned right, crossed the street and were there. Since it was dark it looked worse than ever. We payed our 50¢ got a ticket and -- walked in.

The blackness surrounded us and in about a second — we were falling- dark blackness surrounding us — a scream a crash we landed. where? who knows

It seemed like we were on a machine that made us spin faster, and faster, and faster - than up and down and up and down then we stopped. Jerked so much it threw us farther and farther we went flying so far it seemed like forever

we landed in a soft chair there we were bouncing up and down and up than we heard something behind us. what was it? who knows.

Linda screamed then. I saw it a big, hairy gross thing. teeth like a Saber Tooth tiger, all covered with blood. Hairy dark fur covered the moster. It's eye bulging. Here he comes closer. Closer closer - Poof, he disapeared, where?

Suddenly we were jerked back in our chair and started spinning again. Again and again, we stopped - thank goodness. Then we started going around in circles - then upsidedown forward. backwards, but it was like riding on air. We went through

6th grade - level 5 (continued)

continuation of 6th grade - level 5 --

same chamber that showed people getting their heads chopped - an operation showing the heart, lungs, brain, liver kidneys - ohh yuk how discusting. we could get up again - finally - thank goodness. What a note!

Now we started walking thinking it was over but little did we know just lurking over us a spider, a hairy black, huge, hungry spider. Suddenly dropping on us, opening his mouth he picked us up and went tumbling down down down. splash - water. In where -? who knows.

Linda and I then landed in a boat. It was like floating on a rapids. Twisting turning being tossed. Wow! What a ride. I could of gotten sick doing all that. - It was hard to believe this wasn't real. I mean not made up. No wonder they call this place Your Last Day on Earth It seemed like mine

Finally Linda and I stepped we saw a dim light coming from somewhere. We ran trying to get to it Running, faster, faster - finally light! The end of this place

Out at last! Walking home that's all we could think of

We told all our friends but they were to chicken to go to Your Last Day on Earth.

The End

6th grade - level 6 (continued)

Adventures in a Haunted House

One day in autumn, my sister Sally and I were walking in a forest. It was about 3:00 p.m. when we started. It was getting dark, so my sister said, "Joe, we should start back now." I agreed, and we started to go back home.

Around 30 minutes later, we were surprised. Right in our path was a fork. We discussed and decided to go on the left path.

We walked for a while, and started to get tired. We walked a little more, and saw a house to our left. The house was old, and the shutters were half-rotted.

As we walked closer, we saw the door and window hinges were rusty. Though its appearance was uninviting, we somehow decided to go in.

When we reached the porch, a strange feeling came over me. I felt as if something was forcing me to go forth into the house. I walked like I was in a trance. I opened the door, and my sister followed me inside. As soon as the door closed, the strange feeling stopped.

I realized that we should not be in the house. I tried to turn the doorknob, but it would not turn. I turned it desperately until the doorknob fell off.

We started looking around the house. We were in what appeared to be a den. Two chairs, a couch, and a coffee table were in the room. We went to the couch, sat down, and all of a sudden fell through the couch.

We landed with a thud on a dirt floor. There was no light. We groped around, and my hand hit a large rock. I wedge it loose, and to my surprise,

continuation of 6th grade - level 6

a tunnel appeared. I yelled to my sister to come over, and we started crawling.

After a couple hours, a light appeared. We reached the light, and found out it was the end of the tunnel.

We climbed out, and saw the end of the forest. We ran rapidly all the way to the end, and then to our house.

The next day in the newspaper, we read about and amusement park going up in the forest. One of the buildings already up was a haunted house. My sister and I were the first people to ever be in it.

A year later, we went back to the "haunted house" in the amusement park. It was different than a year before, but we still remember our adventure in the haunted house.

6th grade - level 7 (continued)

If I Was a Dirty Sock

Now I'm sitting in this wooden dusty drawer I am sitting here waiting to be put on. I'm just a plain sock that is worn by my friend I remember when I was shipped from one part of the country to the otherside of the country. My life was very exciting till now.

When I first arrived in the big department store, I was neatly packed in a small casing, which was being shared by another sock. The trip across the country got me very scared, and the noise of the truck that brought me to this store was unbearable.

They placed me on a shelf for display. They picked me up and spun me around to inspect me. I was very annoyed at the way the people treated me. They just think I was something that can be spared.

I finally gave up and I realized I had to leave this place. I had no way to get out, and I struggled and struggled and I fought the elastic casing. I was completely helpless. I knew my hopes wouldn't give up. A small, very tiny hole was in the casing. It was just big enough for me to fit through. I slid out just like lava oozing out of a volcano.

I hit the ground very gently. I slid across the waxed floor and slid down the escalator. I made my way out of the sliding doors and found myself in the streets with several cars parked in a large area in formation.

Just then, a nice looking [illegible] picked me up and stuck me in his gloomy pocket. He gradually began to walk faster and faster. I felt very uncomfortable, and I began to perspire in the humid pocket.

The shaking stopped immediately. I knew we had stopped. He took me out gently and stuffed me into a pile of white underwears.

continuation of 6th grade - level 7

He left the drawer open so I knew it was my chance to look around in my new home. I jumped out and met the beautiful purple. and red coloured sock. I tried to get acquainted with her, but she refused.

Well I went around observing his room. The carpet was shabby, a little smelly. but was no matter to me. I climbed up his bed post and landed on his pillow.

Just that minute the boy walked in and put me on his foot. I felt like snapping in two halves. I never had a human foot concerning me. He moved his foot up, and brought it down the same routine. up, down. While he was repeating this movement, I knew we were traveling. It must be his way of walking.

Two hours passed and he returned to his room. By now I was a wreck. and had three holes in me, and pebbles that were bruising me.

He took me off and placed me in his drawer again. From then on, I never was able to see the outside again. And I'm just sitting in this drawer waiting and waiting and waiting in this wooden, uncomfortable environment.

LITERATURE

Suggested Books to Read to Children

Kindergarten:

Angus and the Ducks, by Marjorie Black
Bedtime for Frances, by Russell Hoban
The Biggest Bear, by Lynd Ward
Blueberries for Sal, by Robert McCloskey
Curious George, by H. A. Ray
Edith and Mr. Bear, by Darr Wright
The Happy Lion, by Louisa Fatio
Make Way for Ducklings, by Robert McCloskey
May I Bring a Friend?, by Beatrice deRegniers
Paddy's Christmas, by Helen Monsell
The Red Balloon, by Albert Lamorisse
Rosebud, by Ed Emberly
Swimmy, by Leo Lionni

First Grade:

Andy and the Lion, by James Daugherty
Baber and Father Christmas, by Jean deBrunhoff
The Five Chinese Brothers, by Claire Bishop
Hailstones and Halibut Bones, by Mary O'Neill (verse)
Katy No-Pocket, by Emmy Payne
Madeline's Rescue, by Ludwig Bemelmans
Nine Days to Christmas, Marie Hall Ets.
The Snowy Day, by Ezra Jack Keats
The Story About Ping, by Marjorie Flack
Time of Wonder, by Robert McCloskey
Where the Wild Things Are, by Maurice Sendak
Whistle for Willie, by Ezra Jack Keats

Second Grade:

And To Think I Saw It on Mulberry Street, by Dr. Seuss
"B" Is For Betsy, by Carolyn Haywood
The Bears on Hemlock Mountain, by Alice Dagleish
Brighty of the Grand Canyon, by Marguerite Henry
Charlotte's Web, by E. B. White
Crow Boy, by Atro Yashima
Down, Down the Mountain, by Ellis Credle
Lentil, by Robert McCloskey
The Last Little Cat, by Meidert DeJong
Mike's House, by Julia Sauer
Millions of Cats, by Wanda Gag
The Story of Helen Keller, by Lorena Hickok
Tom Tit Tot, by Evaline Ness
Two Is Company, Three's a Crowd, by Berta and Elmer Hader

LITERATURE

Third Grade:

The Borrowers, by Mary Norton
The Courage of Sarah Noble, by Alice Dagleish
Dancing Cloud, by Mary Buff
The Enormous Egg, by Oliver Butterworth
Henry Huggins, by Beverly Cleary
Homer Price, Robert McCloskey
The Light at Tern Rock, by Julia Sauer (Christmas)
Little House in the Big Woods, Laura Ingals Wilder
Little Navajo Bluebird, by A. N. Clark
Mary Poppins, P. L. Travers
The Matchlock Gun, Walter Edmonds
The Nightingale, by Hans C. Anderson
The Nutcracker, translated by Warren Chappell
The Otter's Story, by Emil Liers
Paddle-to-the-Sea, by Holling C. Holling
A Weed is a Flower, by Aliki (George Washington Carver)

Fourth Grade

Away Goes Sally, by Elizabeth Coatsworth
The Bee Man of Orn, by Frank Stockton
The Children of Green Knowe, by L. M. Boston
The Magic Bed-Knob, by Mary Norton
Misty of Chincoteague, by Marguerite Henry
The Moffats, by Elanor Estes
Pippi Longstocking, by Astric Lindgren
*Strawberry Girl, by Lois Lenski
Stuart Little, by E. B. White
Wind in the Willows, by Kenneth Grahams
*The Witch of Blackbird Pond, by Elizabeth Speare
Young Mark Twain and the Mississippi, by Kane Harnett

LITERATURE

Books for Reading

Fifth Grade:

And Now Miguel, by Joselb Krumgold
The Animal Family, by Randall Jarrell
Bambi, by Felix Salten
*Call It Courage, by Armstrong Perry
Farmer Boy, Laura Ingals Wilder
Li Lun, Lad of Courage, by Carolyn Treffinger
*The Island of the Blue Dolphins, by Scott O'Dell
*Johnny Tremain, by Esther Forbes
Miss Pickerell Goes to Mars, by Ellen MacGregor
Shadow of a Bull, Maia Wojciechowski
Twenty-one Balloons, by William Pene DeBois
The Talking Tree, by Alice Desmond
*Sounder, by William Armstrong
A Day of Pleasure, by Singer
Gone Away Lake, by Elizabeth Enright
*King of the Wind, by Marguerite Henry

Sixth Grade:

Adam of the Road, by Elizabeth Gray
Aunt America, by Marie H. Block
The Bronze Bow, by Elizabeth Spears
The Christmas Carol, by Charles Dickens
The Door in the Wall, by M. deAngeli
The Incredible Journey, by Sheila Burnford
*It's Like This, Cat, by Emily Neville
Amos Fortune, Free Man, by Elizabeth Yates
Martin Rides the Moor, by Vian Smith
Onion John, by Joseph Krumgold
The White Panther, by Theodore Waldeck
*Sounder, by William Armstrong
Summer of the Swans, by Betsy Byars
*A Wrinkle in Time, by Madeleine L'Engle

*Newberry Prize Winner

LITERATURE

Allard, Harry, *Miss Nelson is Missing*. Scholastic Book Services. 1977.

Ashford, Ann. *If I Found a Wistful Unicorn*. Peachtree Publishers Ltd. 1978.

Alexander, Martha. *Bobo's Dream*. Dial Press. 1970.

Barrett, Judi. *Cloudy With a Chance of Meatballs*. Atheneum. 1978.

Briggs, Richard. *The Snowman*. Random House. 1978.

Carle, Eric. *The Very Hungry Caterpillar*. Scholastic Book Services. 1974.

Carroll, Ruth. *What Whiskers Did*. Scholastic Book Services. 1965.

Graham, John. *I Love You, Mouse*. Harcourt Brace Jovanovich. 1976.

Harrison, David. L. *Piggy Wiglet and the Great Adventure*. Golden Press. 1973.

Hutchins, Pat. *Changes, Changes.* Macmillan. 1971.

Hutchins, Pat. *Clocks and More Clocks*. Young Readers Press, Inc. 1970.

Hutchins, Pat. *Good Night, Owl*. Macmillan. 1968.

Hutchins, Pat. *One-Eyed Jake*. Greenwillow Books. 1979.

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Littledale, Freye. *The Magic Tablecloth*. Scholastic Book Services. 1971.

Mayer, Mercer. *A Boy, A Dog, and A Frog*. Dial Press. 1967.

Peck, Robert Newton. *Hamilton*. Little, Brown and Co. 1976.

Sendak, Maurice. *Where the Wild Things Are*. Harper and Row. 1963.

Silverstein, Shel. *The Giving Tree*. Harper. 1964.

Steig, William. *Sylvester and the Magic Pebble*. Simon and Schuster. 1969.

Thomas, Patricia. *"Stand Back," said the Elephant, "I'm Going to Sneeze*." Lothrop, Lee and Shepard. 1971.

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Atheneum. 1972.

12 Ways to use "Poetry Place"

The following suggestions are from Lee Bennett Hopkins, author of children's literature and poetry, on using the "Poetry Place" section in Instructor magazine:

1. Read each of the selections aloud to the class, then post the pages on a bulletin board. Encourage each child to take time during the month to read the introduction and to try the suggested activity or one of their own.

2. Display the work of students who follow up on the poems by writing their own. Set aside class time for those children to read their poems if they wish.

3. If children enjoy a particular poem, encourage them to find other works by the same poet. Kids can first check the acknowledgments in "Poetry Place" to see if the anthology the poem is from is made up completely of that poet's work. If it is, ask an interested student to check the book out of the school or public library. Otherwise, have students look for the poet's name in the author indexes of several anthologies in the library-media center, and check any out that contain the poet's work. Display the anthologies on a table or low shelf where students will have easy access to them.

4. Designate individuals or groups of students to be "poetry hunters" each month. These students will look for poems in original collections that have the same theme as "Poetry Place" for that month. For example, this month's poems are about unusual subjects. What other poems can children find out about out-of-the-ordinary objects? Set aside class time for the poetry hunters to read the poems they select. Or these same students might copy the poems onto poster paper and display them in the classroom.

5. The poems featured in "Poetry Place" represent a wide variety of verse forms. After students have had a chance to study examples of various forms, have a discussion about the different rhyme schemes and free verse.

6. Have students check the copyright dates of each poem each month to determine if a poet is a contemporary or one who lived before they were born.

7. If the poets are still living, write them letters in care of their publishers. Ask your library-media specialist for assistance in finding the address of each publishing house. Have students enclose a self addressed, stamped envelope with their letter. File copies of students' letters and any replies for future reference.

8. Stage a "poetry happening" during the month. Individual children or small groups of students can read, recite, or dramatize the selections against a background of live or recorded music prepared by other children in the class.

9. Discuss the artwork that is part of the "Poetry Place" spread each month. How does it contribute to students' feelings about the poems? Have students illustrate one of the selected poems or a poem of their choice.

10. Treat students to poetry available in nonprint form (records, cassetts, filmstrips, or films). Check with your library-media specialist for specific suggestions. An excellent resource for using nonprint media with many forms of literature is A Multimedia Approach to Children's Literature, compiled and edited by Ellin Greene and Madalynne Schoenfeld (second edition, American Library Association, 50 E. Huron St., Chicago, IL 60611; $6).

11. Discuss as a class the kinds of poems you'd like to read in "Poetry Place," then send me your suggestions. Write me in care of Instructor, 757 Third Avenue, New York, NY 10017.

12. Reread the poems, savor the artwork--and enjoy!

Taken from: Instructor, March, 1982.